



ଦୂର ଓ ଅନୁଲାଇନ ଶିକ୍ଷା କେନ୍ଦ୍ର, ଉତ୍କଳ ବିଶ୍ୱବିଦ୍ୟାଳୟ
CENTRE FOR DISTANCE AND ONLINE EDUCATION
UTKAL UNIVERSITY

BACHELOR OF ARTS IN EDUCATION

SEMESTER – IV

**EDU CORE-08: HISTORY OF EDUCATION IN
INDIA**

CREDIT:6

BLOCK: 1,2,3,4

**AUTHOR:
DR. MINATI MOHANTY**



UTKAL UNIVERSITY,
Accredited with Grade – A+ by NAAC
VANIVIHAR, BHUBANESWAR, ODISHA-751004

**CENTRE FOR DISTANCE AND ONLINE EDUCATION (CDOE), UTKAL
UNIVERSITY, VANIVIHAR, BHUBANESWAR**

Programme Name: **Bachelor of Arts in Education, Programme Code -010105**

Course Name: **HISTORY OF EDUCATION IN INDIA**

SEMESTER:- **IV**

CREDIT – **6**

BLOCK – **1 TO 4**

UNIT NO- **1 to 20**

EXPERT COMMITTEE

Prof. S. P. Mishra

Retd. Professor, Regional Institute of Education, NCERT, Bhubaneswar

Prof. KrutibashRath

Retd. Professor, Former Principal, Regional Institute of Education, NCERT, Bhubaneswar

Prof. Smita Mishra

Retd. Professor, Former Principal, Radhanath Institute of Advanced Studies in Education, Cuttack

Dr.Dhiren Kumar Mohapatra

Retd. Associate Professor, B.J.B Autonomous College, Bhubaneswar

COURSE WRITER

Dr. Minati Mohanty, Retd. Reader Salipur College, Salipur, Cuttack

COURSE & STRUCTURE EDITOR

Dr. Diptansu Bhusan Pati

Ms. Anita Natha

MATERIAL PRODUCTION

BY CDOE, UTKAL UNIVERSITY



**DDCE,
EDUCATION FOR ALL**

**CENTRE FOR DISTANCE AND ONLINE EDUCATION (CDOE),
UTKAL UNIVERSITY, VANIVIHAR, BHUBANESWAR-751007**

From the Director's Desk

The Centre for Distance and Online Education, originally established as the University Evening College way back in 1962 has travelled a long way in the last 62 years. 'EDUCATION FOR ALL' is our motto. Increasingly the Open and Distance Learning institutions are aspiring to provide education for anyone, anytime and anywhere. DOE, Utkal University has been constantly striving to rise up to the challenges of Open Distance Learning system. Nearly ninety thousand students have passed through the portals of this great temple of learning. We may not have numerous great tales of outstanding academic achievements but we have great tales of success in life, of recovering lost opportunities, tremendous satisfaction in life, turning points in career and those who feel that without us they would not be where they are today. There are also flashes when our students figure in best ten in their honours subjects. In 2014 we have as many as fifteen students within top ten of honours merit list of Education, Sanskrit, English and Public Administration, Accounting and Management Honours. Our students must be free from despair and negative attitude. They must be enthusiastic, full of energy and confident of their future. To meet the needs of quality enhancement and to address the quality concerns of our stakeholders over the years, we are switching over to self-instructional material printed courseware. Now we have entered into public private partnership to bring out quality SIM pattern courseware. Leading publishers have come forward to share their expertise with us. A number of reputed authors have now prepared the course ware. Self-Instructional Material in printed book format continues to be the core learning material for distance learners. We are sure that students would go beyond the course ware provided by us. We are aware that most of you are working and have also family responsibility. Please remember that only a busy person has time for everything and a lazy person has none. We are sure you will be able to chalk out a well-planned programme to study the courseware. By choosing to pursue a course in distance mode, you have made a commitment for self-improvement and acquiring higher educational qualification. You should rise up to your commitment. Every student must go beyond the standard books and self-instructional course material. You should read number of books and use ICT learning resources like the internet, television and radio programmes etc. As only limited number of classes will be held, a student should come to the personal contact programme well prepared. The PCP should be used for clarification of doubt and counseling. This can only happen if you read the course material before PCP. You can always mail your feedback on the course ware to us. It is very important that you discuss the contents of the course materials with other fellow learners.

We wish you happy reading.

DIRECTOR

EDU CORE-08: HISTORY OF EDUCATION IN INDIA**Brief Content**

Block No	Block	Unit No	Unit
1.	EDUCATION DURING ANCIENT PERIOD	1.	Features of Vedic period with special reference to aims, curriculum and methods of teaching
		2.	Features of Buddhist period
		3.	Buddhist period with special reference to aims, curriculum and methods of teaching
		4.	Relevance of Gurukul system
		5.	Relevance of Buddhist centres of Learning
		6.	Ancient seats of learning

Block No	Block	Unit No	Unit
2.	EDUCATION DURING MEDIEVAL PERIOD	7.	Features of education during medieval period
		8.	medieval period with special reference to aims, curriculum and methods of teaching
		9.	Educational institutions during Muslim period, important centres of education.
		10.	Relevance of Islamic period

Block No	Block	Unit No	Unit
3.	EDUCATION DURING PRE-INDEPENDENCE PERIOD	11.	Charter's Act(1813)
		12.	Maculay's Minute(1835)
		13.	Wood's Despatch (1854)
		14.	Indian Education Commission(1882)
		15.	Calcutta University Commission(1917)
		16.	Hartog committee(1929)

Block No	Block	Unit No	Unit
4.	EDUCATION DURING POST-INDEPENDENCE PERIOD	17.	University Education Commission (1948-49)
		18.	Major recommendations of Secondary Education Commission (1952-53)
		19.	Major recommendations of Education Commission (1964-66)
		20.	National Policy on Education (1986), revised in 1992 and beyond

EDU CORE-08: HISTORY OF EDUCATION IN INDIA

Contents

BLOCKS/UNITS	Page No
BLOCK 01: EDUCATION DURING ANCIENT PERIOD	1-41
Unit 01: Features of Vedic period with special reference to aims, curriculum and methods of teaching Unit 02: Features of Buddhist period Unit 03: Buddhist period with special reference to aims, curriculum and methods of teaching Unit 04: Relevance of Gurukul system Unit 05: Buddhist centres of Learning Unit 06: Ancient seats of learning	
BLOCK 02: EDUCATION DURING MEDIEVAL PERIOD	42-70
Unit 07: - Features of education during medieval period Unit 08: - medieval period with special reference to aims, curriculum and methods of teaching Unit 09: - Educational institutions during Muslim period, important centres of education. Unit 10:- Relevance of Islamic period	
BLOCK 03: EDUCATION DURING PRE-INDEPENDENCE PERIOD	71-129
Unit 11: - Charter's Act(1813) Unit 12:- Maculay's Minute(1835) Unit 13 : - Wood's Despatch (1854) Unit 14:- Indian Education Commission(1882) Unit 15 - Calcutta University Commission(1917) Unit 16- Hartog committee(1929)	
BLOCK04: EDUCATION DURING POST-INDEPENDENCE PERIOD	130-305
Major recommendations of the following commissions and committees relating to the aims of education and curriculum: Unit 17- University Education Commission (1948-49) Unit 18:- Major recommendations of Secondary Education Commission (1952-53) Unit 19:- Major recommendations of Education Commission (1964-66) Unit 20:- National Policy on Education (1986), revised in 1992 and beyond	

Unit 1: Education in India during Ancient Period: Vedic and Buddhist Education

Notes

CONTENTS

Introduction

Objectives

About Vedic Education

Education In India During Buddhist Period

Basic Principles of the Philosophy of Education As Based on the Philosophy of Buddhism

Main Features of Buddhist Education

Educational Implications of Buddhist Philosophy

Methods of Teaching

Summary

Keywords

Review Questions

Further Readings

Objectives

The objectives of this unit can be summarized as below:

- To discuss about Vedic education.
- To explain about Education in India during Buddhist Period.
- To describe about basic principles of the philosophy of Education as based on the philosophy of Buddhism.
- To learn about main features of Buddhist Education.
- To explain about educational implications of Buddhist philosophy.
- To discuss about methods of teaching.

Introduction

The most important contribution of ancient India not only for India but also for the world is in the field of education. It may also be remembered that education is not an abstract term. It is manifested in the cultural economic, individual, philosophical, scientific, social and spiritual advancement. In other words, education is the means for developing the mind for the betterment of the individual and society.

Ancient education emerged from the Vedas. They are supposed to be the source of Indian philosophy of life, Vedas means 'to know.' They are four in number, namely (1) Rig Veda, (2) Sama Veda, (3) Yajur Veda, and (4) Atharva Veda. Among vedas Rig Veda is treated to be the origin. It interprets the knowledge aspect and deals with the four stage of life, viz, celibacy, family life, forest life, and renunciation. Buddhism came into being when several ills had crept into Vedic/Brahmanical thought or Hinduism. Mahatma Buddha's was a great charismatic personality. Perhaps in the world, there are only two instances of Mahatma Buddha and Swami Mahavira—the two princes who renounced their princely and worldly life and devoted themselves to preach Buddhism and Jainism respectively. Mahatma Buddha's philosophy of Buddhism is very simple. He laid greater emphasis on leading a pure life. He avoided reference to metaphysics which he considered to be superfluous.

Buddhism is either silent or does not give importance to philosophical thinking on matters like God and Transmigration of Soul, etc. Buddhism does not accept the 'Divinity' of the Vedas. Mahatma Budha practised several types of penances for finding out the truth.

About Vedic Education

The vedas contain 20,358 verses. The Rig veda has the largest number of verses (10,522) followed by Atharva Veda (5,977), Yajur Veda (1,985) and Sama Veda (1,875). The Rig Veda is the oldest among all the four vedas.

The language of the vedas is the ancient Sanskrit. The language is of different styles: somewhere very complex and some where simple and easily understood.

The vedas have come down to us through an elaborate system of oral tradition. They were passed on from one generation to another through memorisation. The seers held that "living by the teachings of the vedas" was far more important than their memorisation and recitation.

The vedas have always been held in high esteem and have specially influenced Indian way of life: its culture, history, literature, philosophy, religion and science, etc. the contents of the vedas may be categorised under the following three heads:

- (i) The "*nama*" or knowledge and wisdom
- (ii) The "*karma*" or actions or code of conduct
- (iii) The "*upasana*" or dedication and devotion to God.

Sources of the Vedic Age Education: Vedic Literature

No study of the source of Indian culture, education, philosophy and thought is complete without an adequate acquaintance and understanding of the 'Vedic Literature'.



The Atharva veda mentions all the vedas. It is also known as the "science of medicine." A fundamental principle of Vedic education.

The Vedic literature consists of the following

- | | |
|--------------------------------------|------------------------------|
| 1. Four Vedas | 2. Six Vedangas |
| 3. Four Upvedas | 4. Four Brahmanas |
| 5. One hundred and eighty Upanishads | 6. Six systems of philosophy |
| 7. Bhagwad Gita | 8. Three Smritis |

Main Features of the Vedic Education

Main features of the vedic Education are as follows:

- (i) **Free education in Ancient India:** In ancient India teaching was considered to be holy duty which a Brahman was bound to discharge irrespective of consideration of the fee teacher were expected to devote their lives to the cause of teaching in the missionary spirit of self-sacrifice, and the society laid down the principal that both the public and state should help the learned teachers and educational institutions very liberally. Society realized that "Vidyadana" or the gift in the cause of education was to be the best of gifts, possessing a higher religious merit than even the gift of land. On the occasion of religious feats, students and teachers were invited and donations were given liberally.
- (ii) **No state control on education:** Rulers of the country had very little directly to do with education. It was a private affairs of the people managed entirely by Brahmins.

- (iii) **High status of Teachers:** Teachers were a highly honoured class-honoured by even by kings. Kings rose from thrones to receive great teachers such as Narada, Vashishtha and Vishwamitra.
- (iv) **Teachers as Parents:** Teachers behaved as parent to their pupils and pupils behaved as members of the teachers' family. The attitude of the pupil was to be one of complete submission.
- (v) **Residential Schools:** Teachers and pupils lived together and so identified themselves with one another.

Aims, Ideals and Objectives of Vedic Education

Aims, ideals and objectives of education are always with relation to the ideals of society. While discussing this aspect, we may keep in mind that modern terms like democracy, secular, social communism, socialism, autocracy etc. were not in use during the vedic age. Therefore, aims and objectives of education should not be discussed in the context of these terms. Following were the main objectives of education:

1. Ultimate objective as moksha or self-realisation
2. Infusion of Piety & Religiousness
3. Education for worldliness
4. Character formation
5. Development of all round personality
 - (a) Self-restraint
 - (b) Self-confidence
 - (c) Self-respect
 - (d) Discrimination and judgement
6. Stress on Social duties
7. Promotion of Social Efficiency and Welfare
8. Preservation and promotion of culture

Gurukul System of Education

- | | |
|-----------------------|----------------------------------|
| (1) Education System. | (2) Teacher-taught Relationship, |
| (3) Curriculum. | (4) Method of Teaching |
| (5) Discipline. | (6) Women's Education |
| (7) Social System. | |

Teachings in Vedic Period

In Vedic education, meaningless outwardly knowledge has been condemned. A person having meaningless outwardly knowledge has been compared to a donkey loaded with 'Chanada wood'. The mere crammer of Vedic texts has been condemned as Arvak by Rigveda. To maintain the meditation system well the meritorious students were taught its techniques.

The preceptors, during the age of the Upanishads, used to impart the instructions orally to the disciples. The pupils are trained in hearing the preceptors' words attentively. With the training of their ears, the speech organs were also trained to produce the sounds correctly and at the same time their memory was also sharpened.

Student in Vedic Education

The student had to get up early in the morning and had to touch the feet of teacher before sunrise in the last watch of the night. Penances are prescribed for the sin of sleeping when the sun rises, or sets, or when the teacher is awake.

Then he is to bathe and purify himself. He is not to sport in the water whilst bathing, but must swim motionless or plunge into the water like a stick. He must not wash his body with hot water for pleasure, but if it is soiled by unclean things. He might clean it with earth or water in a place where is not seen by a guru. He is not to use any bathing powder or the like for cleaning himself.



Did u know? The subjects of study during that time included the four Vedas, Grammar, Mathematics, mineralogy, logic, Ethics, Brahma-Vedya, Biology, Military science, Astronomy and Medicine. Dhanurvedya or war tactics was also a part of education.

Process of Instruction

There were three steps in instruction:

1. Sravana 2. Manana 3. Nididhyasana.
- Savanna is listening to words texts as they uttered by the teacher.
- Manana is the process of deliberation or reflection of the topic taught.
- Nididhyasana represents the highest stage.

Admission and Evaluation System

There seems to be no direct reference available to spell out the methodology followed by the Acharya to judge the adequacy of knowledge of his pupils. Yaskas and Sayana, famous commentators on the Vedas, have inferred from the Rig Veda hymn that the students were given three grades as under:

1. Maha Prazanan grade:- Students of very high ability.
2. Madhyama Prazanan grade:- Students of high ability.
3. Alpa Prazanan grade:- Students of low ability.

Autonomy of Educational Institutions

Teachers in the Vedic period were autonomous in their work and they followed various methods of admission and assessment. A teacher was the sole pedagogic authority to decide whether the student was fit for admission & also to decide whether he had completed his studies.

Curriculum

According to recent researches, following disciplines were included in the curriculum in the graded forms in accordance with the stages of education.

- | | |
|-----------------|----------------------|
| 1. Anthropology | 2. Astronomy |
| 3. Economics | 4. Epistemology |
| 5. Eschatology | 6. Ethnology |
| 7. Geology | 8. Human eugenics |
| 9. Mathematics | 10. Military Science |

Assessment

1. Multiple choice questions:

Choose the correct option

- (i) The language of Vedas is
 (a) ancient Sanskrit (b) Pali (c) Prakrat (d) Magadhi
- (ii) The is the oldest among all the four vedas.
 (a) Atharva Vedas (b) Rig Vedas (c) Yajur Vedas (d) Sam Vedas
- (iii) The Vedas contains verses.
 (a) 10,000 (b) 20,500 (c) 20,358 (d) 10,550

Education In India During Buddhist Period

Notes

The monasteries were the centers of education during the Buddhist period. Besides monasteries, there were no other organization for imparting education. Only the Buddhist could receive religious and other types of education. Other persons were deprived of this facility. There was no place for Yajna in the Buddhist system. Buddhist period in Indian education roughly starts from 600 B.C and last for about 1200 years till 600A.D. during Vedic period education was mostly individualistic effort whereas during Buddhist period institutional organization is one of the chief characteristics of education.

Buddhist education was based on the teaching of Gautam Buddha. These teachings were so important that they remained a source of inspiration for individual as well as social development in India. The influence of Buddhist teachings can not be undermined even during later period.

Aims of Education

The chief aims of Buddhist education had been the following:

- (1) **Development of education:** The chief aim of Buddhist education was all round development of child's personality. This included his physical, mental, moral and intellectual development.
- (2) **Formation of character:** During this period, in the organization of education, special emphasis was laid on the formation of character of the students. Student life was hard and rigorous. They observed celibacy.
- (3) **Religious education:** In the Buddhist era, religion was given top priority and education was imparted through it. The chief aim of education was propagation of religion and inculcation of religious feelings and education served as a mean to achieve salvation or nirvana.
- (4) **Preparation for life:** In this system of education, there was a provision for imparting worldly and practical knowledge along with religious education so that when the students entered normal life they may be able to earn their livelihood.

Sources of Information about Buddhist Education

The following Buddhist literature provides information on Buddhist education:

1. *Pitakas*,
The '*Pitakas*' have the following three divisions:
 - (i) '*Sutta*' or Tales.
 - (ii) '*Vinnay*' or Discipline.
 - (iii) '*Abhidhamma*' or Doctrine.
2. The '*Milinda Panha*' (Question of King Malinda)
3. The '*Jatakas*'

Philosophy of Buddhism and Teaching of Buddha

The teachings of Buddha are the Buddhist philosophy. Its main tenets are:

1. Four Noble Truths.
 2. Eight-fold Path for Attainment of '*Nirvana*' (Salvation).
 3. Moral Code: Importance of Good Deeds in Life.
 4. Middle Path: Avoidance of Extreme Form of Austerity and Luxury.
 5. Equality—No Caste System.
- (i) **Four-Noble Truths**
- Buddha renounced the pleasures of princely life and practised severe penances for finding out the truth of life. He saw the following four noble truths:
- (i) All existence involves suffering.
 - (ii) Suffering is caused by desire, especially the desire for the continuance of existence.

- (iii) The suppression of desire leads to the extinction of suffering.
- (iv) The deliverance can be effected by the eight-fold path which consists of:

(ii) Eight-Fold Path

- | | |
|-------------------------|------------------------|
| 1. Right View or Belief | 2. The Right Resolve |
| 3. Right Speech | 4. Right Behaviour |
| 5. Right Occupation | 6. Right Effort |
| 7. Right Contemplation | 8. Right Concentration |



Notes

The Buddhists in the world first made education open to all. Students irrespective of costs, creed, and religion got opportunity to have education which was denied by the superior class in the society.

Self Assessment

2. Fill in the blank:
 - (i) They.....were the centres of education during the Buddhist period.
 - (ii) Buddhist education was based on the teaching of
 - (iii) The..... was primarily religious and philosophical.
 - (iv) After the admission the student was taught Pali and Sanskrit for ten years and then study ofunder taken.

Basic Principles of the Philosophy of Education as Based on the Philosophy of Buddhism

1. Primacy of Mind in all Man's Thought and Action: Throughout his life Mahatma Buddha demonstrated by his conduct and the clarity of his thought that path to self-realization, i.e., Nirvana—the objective of life; lay through the purity of mind.

2. Application of Reason and Logic: Buddha exhorted the people to apply the standards of reason and logic to all philosophies, ideas, and practice, including his own.

Do not accept any teaching merely because you have heard it from someone, or because it is sanctioned by tradition, or because you believe it to be your duty, or because it is stated in the scriptures, or by force of arguments, or because someone tells you that this is the path, or because of form or the beauty of form, or because you feel that the 'Sramana' is your 'guru'. When you yourselves from your own experience find that certain conduct is sinful and produces suffering and harm, then discard this conduct.

Main Features of Buddhist Education

I. Aims of Education: Following were the main aims of education:

1. Development of moral character.
2. Religious and spiritual development.
3. Promotion of social efficiency.
4. Promotion of Culture.

II. Ceremonies: *Associated with Education.* Among the important ceremonies, following deserve special mention.

1. Phahajja Ceremony or Ordination or Initiation Ceremony
2. 'Upasampada' Ceremony

III. Primary Education: There is sufficient evidence to show that popular education was widespread when Buddhist monasteries flourished. Even those who did not intend joining the Buddhist Sangha, attended the school up to the age of twelve and received instruction in 4 R's (reading, writing, arithmetic and religion). It is evident that Buddhist monastery played an important part in supplying popular elementary education.

IV. The Curriculum: The curriculum was primarily religious and philosophical as it was chiefly meant for monks and nuns. They were not taught secular sciences like poetics, literature and astrology. After his admission the novice was taught Pali and Sanskrit for ten years and then the study of Tripitaka was undertaken. After this, works on Buddhist religion and philosophy were mastered. They also studied Hindu system of religion, logic and philosophy in order to carry on disputations and discussions with Hindu theologians.

V. Educational Institutions: Buddhist education was centred round a monastery. There were some private teachers who took ten to fifteen children and taught them in their houses. The rise of the organised educational institutions may be attributed to the influence of Buddhism.

VI. High Code of the Teaching Profession: According to *Millanda-panha*, the teacher was required to teach everything he knew to his disciple; he could withhold nothing under the apprehension that the disciple may one day outshine him in his profession. How generous and large-hearted teachers usually were in this connection can be judged from the conduct and exclamation of Alara Kalama, when the father Bhikshu had finished his education under him: "Happy friend are we in that we look upon such a venerable one, such a fellow ascetic as you. The doctrine which I know, you too know, and the doctrine which you know, I too know. As I am, so you are. As you are, so am I. Pray, let us be joint wardens of this company."



Task What are the basic principles of the philosophy of education as based on the philosophy of Buddhism?

Educational Implications of Buddhist Philosophy

The entire teachings of Buddhism provide directions to develop good conduct which is also the essence of a sound system of education. To be a moral being, one must follow the noble path. Eight-fold path as preached by Buddha provides guidance for moral education and peace. Observance of purity is more important than the observance of rituals.

The curriculum was primarily religious and philosophical. The Vedas were not the basis of Buddhist education. Buddhist literature replaced them as the source of wisdom and morality. The teacher and the student were united together by mutual affection and confidence. Buddha did not want that his teachings and the teachings of others should be followed blindly. He greatly emphasised that all aspects of a phenomena should be reflected upon and pros and cons taken into account. He was in fact a fore-runner of scientific tendencies in education. Reason should be the basis of our belief.

Admission in a Monastery

As we have said above, monasteries were the centres for imparting education during the Buddhist period. So one had to be admitted into a monastery, if he wanted to receive the Vedic period. For admission the student had to present himself before the teacher and request him for giving education. The teacher was fully responsive to the instructions received from the teacher. The student was not at all accountable to any other Bhikshu in the and the Taught as during the Vedic period.

Pabbajja Ceremony (First Ordination)

Pabbajja was an accepted ceremony of the Buddhist monasteries. Pabbajja means 'going out.

Notes

According to this ceremony the student after being admitted to a monastery had to renounce all his worldly and family relationship. An individual belonging to any caste could be admitted to a monastery and after being admitted he did not belong to any caste. After admission he had to change his old clothes and all old ways and manners of living. For the Pabbajja ceremony the minimum age was eight years. After the pabbajja ceremony education continued for twelve years.

For the Pabbajja ceremony the individual had to get his head full' shaved and put on yellow clothes. In this shape he was presented before the presiding Bhikshu. On presentation this individual would pray for admission to the monastery. On his prayer the head Bhikshu would administer three basic advices which were as below :

1. I take refuge with Buddha.
2. I take refuge with religion.
3. I take refuge with the order.

The aspirant for admission used to pronounce these advices very distinctly. Then his admission was permitted. On being admitted the individual was called a Sharman. That Sharman was given ten advices to follow. They were as below :

1. Shun violence and practise non-violence.
2. Speak truth.
3. Do not steal.
4. Do not collect.
5. Observe celibacy.
6. Give up luxury.
7. Renounce wealth and do not touch women.
8. Do not use fragrant things.
9. Do not eat anything untimely.
10. Do not use soft and very comfortable bed.

Responsibilities of the Teacher

Both the teacher and the student were responsible to the monastery or the Buddhist order. But regarding education, clothes, food and residence of the student monk, the teacher was wholly responsible. The teacher was also responsible for any treatment of the student whenever he fell ill. The teacher used to bestow all affection to his student and used to educate him through lectures and question answer method.



Did u know? When the student attained 20 years of age. i.e., when he received education for twelve years he had to undergo the Upasampada ceremony. The Upasampada ceremony entitled a student for full-fledged membership of the monastery.

Methods of Teaching

Buddhist education aimed at purity of character. Like Vedic education it was training for moral character rather than psychological development of the students. One has to attain the stage of Bodhisattva. Mental and moral development was emphasized. Following were the methods:-

1. **Verbal education:** Through the art of writing had been well developed up to Buddhist period yet, due to shortage and no availability of writing materials, verbal education was prevalent as it was in Vedic age. The teacher used to give lessons to the novices who learnt them by heart. The teacher used to put questions on the learning the lesson by heart.
2. **Discussion:** In order to win discussion or Shastrartha and impress the general public, it was necessary to improve the power of discussion. This was also needed to satisfy the critics and opposing groups and establish one's own cult. Thus, rules were framed for discussion.
3. **Prominence of logic:** The importance of discussion encouraged the logic in the Buddhist period. The controversial matters could not be decided without logical argument. Logic was also useful in the development of the mental power and knowledge.
4. **Tours:** The main of the Buddhist monks was to propagate Buddhism. Hence some Acharyas like Sariputta, Mahayagga, Aniruddha, Rahula, etc gave the importance to tours for educating people.

5. **Conference:** Conferences were arranged on every full moon and 1st day of month in the Buddhist sanghs. The monks of different sanghs assembled and put forward their doubts freely. The attendance of every monk was compulsory in such conference.
6. **Meditation in solitude:** Some Buddhist monks were more interested in isolated spiritual meditation in lonely forests and caves. Only those monks were considered fit for lonely meditation who had fully renounced the worldly attraction and had spent enough time in the sanghs and had gained the efficiency for solitary meditations.



Did u know?

Lord Buddha had advised during his life time not to admit women in monasteries, but after some time due to the insistence of his dear pupil Ananda.

Role of Teacher in Buddhist system

Buddhist philosophy admit the possible of attaining peace here and now, though, it start with a pessimistic note. Teacher, therefore, need not have any cry of despair in the Buddhist system. Bhikshus were the teacher. Buddhist vihar as or monasteries have their methods of Imitation and training for the apprentices. The preceptor must give his disciple, all possible intellectual and spiritual help and guidance. There was mutual esteem between the teacher and the pupil. There relations were like father and son. The teacher was regarded as spiritual father or intellectual father of the student.

During Buddhist period the place of teacher in the scheme of education was very important. There were the categories of teachers - Acharyas and Upadhayas. According to Sutras Literature Acharya may admit according to his unfettered discretion, a number of pupils, who would have to live with him at this house, for a minimum period of twelve years. He would not accept any fees from the pupils under this instruction. The progress shown by pupil was the only factor that determined the continence of his apprenticeship.

Self Assessment:

State whether the following statements are 'True' or 'False':

- (i) Eight fold path as preached by Buddha provides guidance for moral education and peace.
- (ii) The Vedas were the basis of Buddhist education.
- (iii) Buddhist literature replaced them as the source of wisdom and morality.
- (iv) Pabbajja was an accepted ceremony of the Buddhist monasteries.
- (v) Pabbajja means coming out.

Summary

- The Vedic literature consists of the following: 1. Four Vedas; 2. Six Vedangas; 3. Four Upvedas; 4. Four Brahmanas; 5. One hundred and eighty Upanishads; 6. Six systems of philosophy; 7. Bhagwad Gita; 8. Three Smritis.
- Main features of the vedic Education are as follows:
 - (i) In ancient India teaching was considered to be holy duty which a Brahman was bound to discharge irrespective of consideration of the fee teacher were expected to devote their lives to the cause of teaching
 - (ii) Rulers of the country had very little directly to do with education. It was a private affairs of the people managed entirely by Brahmins.
 - (iii) Teachers behaved as parent to their pupils and pupils behaved as members of the teachers' family.

Notes

- Aims, ideals and objectives of education are always with relation to the ideals of society.
- Following were the main objectives of education: 1. Ultimate objective as moksha or self-realisation; 2. Infusion of Piety & Religiousness; 3. Education for worldliness; 4. Character formation; 5. Stress on Social duties.
- Gurukul System of Education: (1) Education System; (2) Teacher-taught Relationship; (3) Curriculum; (4) Method of Teaching; (5) Discipline; (6) Women's Education and (7) Social System.
- In Vedic education, meaningless outwardly knowledge has been condemned.
- The student had to get up early in the morning and had to touch the feet of teacher before sunrise in the last watch of the night.
- There were three steps in instruction: 1. Sravana; 2. Manana; 3. Nididhyasana.
- The monasteries were the centers of education during the Buddhist period.
- Only the Buddhist could receive religious and other types of education.
- Buddhist period in Indian education roughly starts from 600 B.C and last for about 1200 years till 600A.D.
- The chief aims of Buddhist education had been the following:
 - (i) **Development of education:** The chief aim of Buddhist education was all round development of child's personality. This included his physical, mental, moral and intellectual development.
- The following Buddhist literature provides information on Buddhist education:
 1. Pitakas,
 - The 'Pitakas' have the following three divisions:
 - (i) 'Sutta' or Tales.
 - (ii) 'Vinaya' or Discipline.
 - (iii) 'Abhidhamma' or Doctrine.
 2. The 'Milinda Panha' (Question of King Malinda)
 3. The 'Jatakas'
- The teachings of Buddha is the Buddhist philosophy. Its main tenets are:
 1. Four Noble Truths.
 2. Eight-fold Path for Attainment of 'Nirvana' (Salvation).
 3. Moral Code: Importance of Good Deeds in Life.
 4. Middle Path: Avoidance of Extreme Form of Austerity and Luxury.
 5. Equality—No Caste System.
- Following were the main aims of education: 1. Development of moral character; 2. Religious and spiritual development; 3. Promotion of social efficiency; 4. Promotion of Culture.
- *Associated with Education.* Among the important ceremonies, following deserve special mention. 1. Phahajja Ceremony or Ordination or Initiation Ceremony; 2. 'Upasampada' Ceremony.
- There is sufficient evidence to show that popular education was widespread when Buddhist monasteries flourished.
- The curriculum was primarily religious and philosophical as it was chiefly meant for monks and nuns. They were not taught secular sciences like poetics, literature and astrology. After his admission the novice was taught Pali and Sanskrit for ten years and then the study of Tripitaka was undertaken.

- Buddhist education was centred round a monastery. There were some private teachers who took ten to fifteen children and taught them in their houses.
- For admission the student had to present himself before the teacher and request him for giving education. The teacher was fully responsive to the instructions received from the teacher. The student was not at all accountable to any other Bhikshuk in the and the Taught as during the Vedic period.
- Pabbajja was an accepted ceremony of the Buddhist monasteries. Pabbajja means 'going out. According to this ceremony the student after being admitted to a monastery had to renounce all his worldly and family relationship.
- Both the teacher and the student were responsible to the monastery or the Buddhist order.

Keywords

- Anthropology : The study of the human race, especially of its origin, development, customs and beliefs.
- Curriculum : The subjects that is included in a course.
- Ceremony : A public or religious occasion that includes a series of formal or traditional actions

Review Questions

1. What are the objectives of Vedic education?
2. How was the education in India during Buddhist period? Explain.
3. Write the main features of Buddhist education.
4. What is Upasampada Ceremony?
5. What are the main feature of Vedic education?

Answer: Self Assessment

1. (i) 20,358 (ii) Psychological (iii) Six (iv) monasteries
(v) Ajna
2. (i) (a) (ii) (b) (iii) (c)
3. (i) True (ii) False (iii) True (iv) True
(v) False

Further Readings



Books

1. Development of Education Systems : J.C. Aggarwal, Dash Bn, Shipra Publications.
2. Educational Regimes in Contemporary India : Radhika Chopra, Patricia M Jeffery, Dash Bn.
3. Development of Education System : Mel Ainscow, Alan Dyson, Susan Goldrick.

Unit 2: Education in India During Medieval Period: Islamic Education

CONTENTS

Objectives

Introduction

Aims of Education

Main Features of Medieval Education

Educational System

Education of Mughal Period

Contact between Hindus and Muslims

Teacher and Students in Medieval Period

Limitations of Medieval System of Education

Relevance of Muslim Ideals in India

A Critique of Muslim Education

Summary

Keywords

Review Questions

Further Readings

Objectives

The objectives of this unit can be summarized as below:

- To discuss about the aim of education.
- To describe about the main features of medieval education.
- To explain about the education System.
- To discuss about education of Mughal Period.
- To explain about Contact between Hindus and Muslims.
- To discuss about Teacher and Students in Medieval Period.
- To explain Limitations of Medieval System of Education

Introduction

The period under review covers the system of education in India from about the 10th century A.D. to the middle of the 18th century, *i.e.* before the British rule.

Approximately, for six hundred and fifty years Muslims ruled over India. During this period, apart from the spread of religious education and development of art and music, organization of land, dispensation of justice and administration made great strides. Several magnificent historical buildings were erected during this period. The Taj, and Red fort of Agra and Quota Minor of Delhi, etc., are some of the living monuments of this age. In matters of architecture, handicrafts and cottage industries, etc. Muslim period is popularly called the golden period.

During medieval period Muslim rulers started a new education system which is popularly known as Maktab-Madarsah system. Side by side the old pathashala system also continued for Hindu students. We shall discuss first of all the Maktab-Madarsah system of education.

Like the ancient system of education, there was a good organization of education in the medieval times also and both systems had great similarities in many respects. The relationship between the teachers and the taught was close and cordial. Students respected their teachers and teachers also constantly strived for their improvement. There was emphasis on religion. People were generally God fearing and propagation and spread of religion was the chief aim of education.

Education was imparted at religious places. They were, generally, attached to mosques. Education was free and disciplines a rigorous one. Both rewards and punishments were in vogue. Kings held teachers in high esteem and donated liberally to educational institutions. Teaching was imparted orally. Students crammed verses of Quran without grammar and laws were taught. The medium of instruction were Arabic and Persian.

Aims of Education

The aims of education in the medieval period are as follows :

- (i) Imparting of Knowledge.
- (ii) Propagation and Spread of Muslim Religion.
- (iii) Formation of Character.
- (iv) Preparation for Future Life.
- (v) Organization of Political and Social System.
- (vi) Moral Development, and
- (vii) Preservation and Spread of Muslim Culture.

Education aimed at making the individual capable of earning for himself. The prophet Muhammad has himself said : "To seek knowledge is a duty for every Muslim (male) and every Musalimah (female)." Islamic faith aims at the revealing of the internal nature of truth, and is noted for its emphasis on the unity of all aspects of life. It emphasizes on the reality to individual, by raising his dignity and status, by removing any barrier between him and God. The sanctity of knowledge was so high that its pursuit was considered as pursuit on the path of reaching the Almighty.

It is observed that the two factors which control the behavior of a Musclemen are his religion-moral conscience and the reward or punishment gentleman and who follows principles of liberality, equality and fraternity in matters of this world and who lives and dies for faith, piety and justice in order to achieve the blessings of his creator in the life after death. Hanafi School advocated progressive trends and entertained a policy of tolerance and assimilation in the circumstances and shunned much of conservatism which resulted ultimately in its popularity. The contemporary scholars opined that the aim of education in Marifat-i-Ilahi, refers of Dinvi Mushkilat, Khat-i-Nafas. Muhabat-i-Mula, Tehsil-i-Duniya or Talb-i-Uqba. The aim of education was not to read some texts and memorize them to each letter, but that it included Mutabeh, Bahas Wa Takrar and Kitabat.



Did u know?

The purpose of education, according to the Muslims is the attainment of knowledge which is considered to be a duty.

Main Features of Medieval Education

In view of the above discussion, the chief features of this period can be summarized as the following:

- (i) The chief aim of medieval education was to bring the lift of knowledge in the followers of Islam.

Notes

- (ii) Education was the chief media for the propagation and spread of Muslim culture and heritage.
- (iii) Education also helped in strengthening and stabilising the prevailing political system.
- (iv) Preparation for life was one of the essential purposes of Muslim education.
- (v) Due emphasis was laid on the formation of character and moral uplift.

Educational System

In the Muslim period education was divided into two stages, namely, the primary and higher. The primary centres of education were called Maktabas and that of higher education Madarsha.

- (i) **Maktabas** : Maktabas were primary school meant for small children. They were situated adjacent to homes in the mosques organised on the pattern of the indigenous system of education. Children attended these schools in the beginning of their life and crammed the verses of Quran.
- (ii) **Madarsha**: Higher education was imparted through the institution of Madarsha. They worked as the international centres of learning. Students from other muslim countries of the west were attracted at these centres.
- (iii) **Pathshahala**: Gurukul or Pathashala system continued to exist in India during medieval period also. During this period the elementary school was mostly of a very generally type. It aimed for instruction in three R's. This school also had two types, viz., (1) A Pathshala-the preliminary stage in Sanskrit studies, the initiation of a formal type was necessary for this institution. (2) the general school, called municipal type of Hindu school by Adams in his report, which arranged instruction in different vocational arts like accountancy, carpentry, pottery, washermanship barber's job. medicine and alike jobs.
- (iv) **Education Institutions**: The school was a natural formation, not artificially constructed. It was teachers hermitage, amid sylvan surroundings beyond distractions of urban life functioning in solitude and silence. Its physical surroundings away from centre of population gave to its students opportunities for constant with nature for solitude.



Notes

Several Madarsahs were set up by Sultans, nobles and there, influential. The main objective of these Madarsahs was to train and educate scholar who would become eligible for the civil service as well as performing duties as judge.

Teacher-Taught Relationship

The teacher-taught relationship at these centres of education was healthy and cordial. Students had great respect for the teacher and teachers also reciprocated in the same coin, and loved them. They took pride in the knowledge and competence of their wards. Monitor system was in vogue. Higher classes were taught by the teacher himself. Srif S. M. Zaffar in his book entitled Education in Muslim India had remarked the "Teacher integrity was unshakeable and absolute. They occupied a high position in society and though their emoluments were small, they commanded universal respect and confidence."

Self Assessment

1. Fill in the Blanks :

- (i) The purpose of education, according to the muslims is the..... which is considered to be a duty.
- (ii) aims at the revealing of the internal nature of truth, and is noted for its emphasis on the unity of all aspects of eye.

- (iii) were primary school meant for small children.
- (iv) Gurukul or Pathshala system continued to exist in India during..... also.
- (v) The school was a....., not artificially constructed.

Centres of Learning of Muslim Education

Agra: Agra became a radiant centre of Islamic culture and philosophy. Many Madrasahs were established here by Sikandar Lodhi, Babar and Humayun. But it was Akbar who made Agra not only a centre of learning and education but also a centre of culture and fine arts.

Bidar: It was a very important seat of Islamic education in South India. There was a big Madrasah which contained about 3000 books on Islamic theology, culture, philosophy, medical science, astronomy, history etc. Bahmani rules were very particular about spreading education.

Delhi: The tradition of learning and education was firmly established in Delhi when the Sultanate made Delhi its headquarters.

Jaunpur: It was once a great seat of Muslim learning. In the time of Sultan Ibrahim Sharqi (1401-1440) it was the capital of the kingdom of Jaunpur where hundreds of Madrasahs and Masjids lay scattered and where teachers and scholars were granted lands and endowments so that they might completely devote to learning.

Malwa: It was a great centre of Muslim learning under the patronage of Sultan Mahmud Khilji about the middle of the 15th century.

Education of Mughal Period

Babur had not the privilege of receiving a systematic education, as it is not mentioned that some particular teacher or who soever was even given an independent charge for this work. He could benefit himself only what naturally came to him through the intercourse with the personalities of the father's associates or even his own well-read parents. Babur added to his qualities by contributing literary works of scholarly value in Persian and Turki and Arabic and is considered as a fastidious critic. Humayun was instructed in reading, writing and arithmetic, history, religion, literature and poetry and geography and astronomy. Farid Dhan who ruled as Shier Shah (1539 A. D. - 1545 A.D.) over Hindustan fled away in childhood from his home to Jaunpur and entered the service of Jamal Khan, the Governor of Jaunpur. He stayed there for long and studied a lot and came to the stage of reading Kafiya. with commentaries and other compendiums. He also read the Gulistan, the Bostan and Sikandar Namah. He studied with thoroughness the commentary of Qazi Shahbudin on the Kafiya.

Contact between Hindus and Muslims

The contacts of these two religions profoundly affected the evolution of both. The pure monotheism of Islam, which became the state religion of Northern India, could not fail to exercise influence on Hinduism. At this time, again, Christian and Jewish teaching began to affect Hinduism. The Saiva and Viasnava influences (the Vaishnava one being in ascendancy in this period) were very prominent. The missionaries of the two sects came from the southern and western part of the country, where Arab, Jewish and Christian communities first settled. Islam in South India has adopted many Hindu practices-worship of local deities, the black art and divination, rites of birth and marriage. Hinduism, for its own part, standards indebted to various other religious influences, particularly Muslim and Christian ones, for the effort to suppress the cults of the mythological and sectarian duties, and socializing, rather humanizing the dictates.

Teacher and Students in Medieval Period

The pupil was to find the teacher. He must live with him as a member of his family and is treated by him as his own son. The pupil was to imbibe the inward method of the teacher, the

secrets of his efficiency, the spirit of his life and work. These things could not be taught. India believed in the domestic system of education and not in the mechanical methods of large productions in institutions. The making of man depends on the human factor. It depends on individual attention and treatment to be given by the teachers, the pupil belongs to a teacher and not to the school. Modern school teachers pupils by classes and not as individuals with their differences.

An acquaintance through begging with worldly life and its traits made him realise more vividly the security of his own life. Lastly, begging made the pupil moral and virtuous course of life.

A single feature of our ancient civilisation is that it has been moulded and shaped in the course of its history more by religious than by political and economic influences. Religion, practically dominated every sphere of their national life, in education its influence was more profound and pervasive. Learning in India through the ages, has been prized and pursued not for its own sake but for the sake and as a part of religion. It was sought as means of salvation.

Education was individual and individual was the chief concern and centre of it. It was an intimate relationship between the teacher and taught. The relationship was inaugurated by Upanayan Samskar. It was not like the present admission and the payment of prescribed fee. It was a religious ceremony by which the pupil was born as fresh. The education period was called by the term Brahmacharya which had sacredness in the concept.



Notes

A person without education in the life was groping in the dark like a blind man who could not find out what was to be done to make life meaningful, purposeful and worthy of living in the world.

Self Assessment

2. Multiple choice questions:

Choose the correct option

- (i) Which was a very important seat of Islamic education in South India?
(a) Bidar (b) Agra (c) Tamilnadu (d) Kerala
- (ii) Where was a big Madrasah which contained about 3000 books on Islamic theology, culture etc.?
(a) Tamilnadu (b) Calicut (c) Bidar (d) None of these.
- (iii) Who did write Quran?
(a) Prophet Muhammad (b) Aurangzeb
(c) Shahjahanb (d) Babur
- (iv) Who was to find the teacher?
(a) The pupil (b) The principal (c) The parents (d) None of these.

Limitations of Medieval System of Education

Besides the above cited characteristics, the medieval system of education suffered from certain defects also. The chief among them were :

- (1) Strict adherence to religion resulted in the rigid and narrow attitude of the people with the result that other religions were not tolerated.
- (2) Instead of mother tongue, Arabic and Persian languages dominated as the medium of instruction during this period.
- (3) Too much emphasis on worldly aspect of education resulted in the lack of intellectualism.

- (4) As the educational institutions were attached to the mosques, they mainly remained at the mercy of the priests and hence failed to stabilise their position properly.
- (5) The educational system miserably failed in developing an independent philosophy of life among the people.
- (6) Because of single teacher schools and monitor system education could not be pursued on healthy lines.
- (7) Corporal punishment developed among students hatred for the teacher and education became burdensome and uninteresting for the students.
- (8) Cramming without understanding resulted in artificiality in the system. It lacked free thinking and originality.
- (9) Women education was generally neglected and most of them remained in pardah.
- (10) Lack of high ideals of education left people in the indulgence of luxuries.
- (11) In this period, education had no separate entity. It solely rested on the sweet will of the rulers.



What are the herits and demerits of Medieval system of education?

Relevance of Muslim Ideals in India

Despite the above stated defects, education in medieval times had some high ideals and there is need to revive them in the modern times in view of the conditions prevailing in the country.

These days, people generally talk of low moral character of the nation. Disobedience and indiscipline have become the order of the day. It is rampant in almost all walks of life. The situation can be improved through the revival of the ideals of medieval times. Apart from this, in the preparation of future life of the students, vocational and technical education is of great importance. The revival of the education of craft, work-experience and dignity of labour will go a long way in eradicating the massive problem of educated unemployment from the country.'

At the same time, there is need to establish proper coordination between physical; intellectual and religious education. This would help to pave the way for the inculcation of moral and spiritual values among the people and develop them into ideal citizens. In the context of Muslim system of education, the existing teacher-taught relationship needs special attention. It should be cordial and intimate. A sense of respect and service should be instilled among the students towards the teacher.

The above programmes would help to make education much more practical and functional and thus succeed in the preparation of ideal citizens for leading a happy and prosperous future life.

A Critique of Muslim Education

Chief Characteristics of Muslim Education

- (i) **Patronage of the rulers:** The rulers helped in the spread of education. They built educational institutions and universities. They endowed them with the funds. Big landlord also provided financial help for the spread of education. The rulers patronized the men of learning.
- (ii) **No state control:** The rules neither claim any authority over the educational institutions nor interfered with their management.
- (iii) **Religion dominated education:** In the words of S.N. MUKERJI, "The whole educational system was saturated with the religious ideals which influenced the aim, the contents of

study, and even the daily life of the pupils." The pupils acquired knowledge as a religious obligation.

- (iv) **Countryside as the centre of education:** By and large, educational institutions flourished in the countryside.
- (v) **Provision of various discipline:** Through education was primarily religion- oriented, it included the study of many intellectual activities like mathematics, astronomy, grammar, polity and politics. Art and literature were also encouraged.
- (vi) **Norms of conduct:** Adequate stress was laid on well- defined norms of behaviour, pattern of thought, building up personality and character of the pupils.
- (vii) **Teacher-pupil relationship:** In the Muslim period also the teacher was respected as during the Brahmanic or Buddhist period. There was intimate relationship between the teacher and the pupil, although the practice of living with the teacher was not as common with the Muslim as it was in the case of Brahmanic and Buddhist period.
- (viii) **Learned teachers:** Teachers took to teaching for love of learning. They were held in high esteem. Prof. S.N. Mukerji has observed, "Learning was prized for its own sake and as a mark of the highest human development and teaching was never handicapped by examination requirements.



Did u know? At the age of four years, four months and four days, 'Maktab' ceremony or 'Bismillah' was performed to indicate the beginning of the child. This was considered as an auspicious moment for initiation or starting education.

Chief features of Primary and Elementary Muslim Education

- (i) **Institution of primary education:** Primary education was imparted through the 'Maktab' which were attached with mosque or were independent of the mosque 'Khanquahs' of the saints also at some places served as centres of education. Several learned men also taught students at their residences.
- (ii) **Financing of the Maktab:** Most of the Maktab were either patronized by rulers or had endowment. They dependent on the charity of the philanthropists.
- (iii) **Management of the 'Maktab':** The 'Maktab' were run under the guidance of the learned 'Maulavis'. They were supposed to be very pious.
- (iv) **Curriculum:** Curriculum varied from place to place but the teaching of Alphabets and the recitation of Quran was almost compulsory. The students learnt some portions of Quran by heart as this was considered essential to perform religious functions.
- (v) **Language:** Arabic and Persian languages were mostly compulsory. For getting high government posts, one had to learn these languages.
- (vi) **Fees:** There were several village schools where the students were required to pay their instructions, not in cash but in kind.
- (vii) **Orphanages:** The state set up some Orphanages where the children received education free of charge. Vast endowments were made for these orphanages.
- (viii) Good wishes were offered to the child. 'Surah-i-Iqra' a chapter from the holy Quran was recited on this occasion.
- (ix) **Education of sons of Nobles and Rulers:** The Muslims nobles as well as rulers engaged tutors to teach their children at home.
- (x) **'Wide- spread Maktab':** Almost every village had at least, one 'Maktab'. There were several 'Maktab' in town and cities.
- (xi) **Curriculum and Mode of Instruction:**

- (i) During those days there were no printed books for the beginners. Wooden books (taktis) were used.
- (ii) The Quran : After alphabets, words were taught to students
- (iii) Stress on Calligraphy: beautiful and fine handwriting was an important element of instruction.
- (iv) Teaching of Grammar: Grammar was taught as it was considered very valuable in teaching the languages.
- (v) Religious Instruction: Instruction imparted in the 'Maktabas' was religious through and through.
- (vi) 'Paharas': Students also learned 'Paharas' (multiple of numbers). Students memorized these while uttering collectively in a loud voice.
- (xii) **Buildings:** In general, the students sat on the ground in the rows under the shade of a tree and the teacher used mat or deer-skin to sit at. He also attended to the students while standing.



Did u know? After the Quran, the 'Gulistan' and the 'Bostan' poems of poet Firdausi were taken up.

Merits of Muslim Education

- (i) **Emphasis on Education:** Education was considered as an instrument of procuring happiness in this world and obtaining knowledge of god. Knowledge was considered as a source of solutions of all the religious problems. The prophet Muhammad has said, "To seek knowledge is a duty for every Muslim". Education was considered as a remover of barrier between an individual and God.
- (ii) **Personal Contact between the Teacher and the Taught:** The teacher showed immense love and affection to the students and the students immense respect and reverence to the teacher.
- (iii) **Individual Attention:** Since the number of students under the charge of a teacher was quite reasonable, it was easy to pay individual attention to their optimum development and progress.
- (iv) **Vocational Aspect:** Notwithstanding stress on religious education, the system of education was planned in a manner that students were prepared for vocational pursuits also.
- (v) **Inclusion of Secular Education:** A large number of secular subjects like astronomy, agriculture, commerce, handicrafts and medicine etc. were included in the curriculum.
- (vi) **Development of Historical Literature:** The Muslim rulers patronised scholars" who wrote valuable books {Memoirs} etc. like biographies which throw a lot of light on everyday life including education. The rulers themselves wrote their 'Memoirs'.
- (vii) **Free Education:** Students were not required to pay any fee. These was also free boarding and lodging.

Limitations and Shortcomings of Muslim Education

- (i) **Mother-Tongue not the Medium of Instruction:** Persian and Arabic were the medium of instruction. The foreign medium put heavy strain on the learners.
- (ii) **Very Little Check on Standards:** In the absence of any external evaluation, it was not possible to compare the quality of education imparted in one institution with the others.
- (iii) **Much Emphasis on Religious Scriptures:** Secular subjects were neglected at the cost of religious scriptures.

Notes

- (iv) **Less Facilities for Higher Education:** 'Madrasah' were usually located in big towns and cities. It was, therefore, very difficult for the rural people and people residing at small places to avail of the opportunity of higher education.
- (v) **Defective Method of Teaching, Writing and Reading:** The student was first required to practise the reading of words and after acquainting with this, he was taught to write. This involved wastage of time.
- (vi) **Neglect of Women Education:** It is true that royal ladies were able to receive education but in general women education was neglected.
- (vii) **Cramming:** There was over-emphasis on cramming and less on comprehension and understanding.

Self Assessment:

3. State whether the following statements are *True* or *False*:
- (i) There was a big Madrasah which contained about 2000 books on Islamic theology, culture, philosophy, medical science, astronomy, history etc.
 - (ii) In the time of Sultan Ibrahim Sharqui, Jaunpur was the capital of the kingdom of Jaunpur.
 - (iii) The rulers themselves wrote their 'memories'.
 - (iv) Women education was at higher peak.

Summary

- The period under review covers the system of education in India from about the 10th century A.D. to the middle of the 18th century, *i.e.* before the British rule.
- During medieval period Muslim rulers started a new system education which is popularly known as Maktab-Madrasah system. Side by side the old pathashala system also continued for Hindu students.
- Education of a Muslim child would start on a particular day. It was customary on the part of the Muslims to enrol their children at the age of four years, four months and four days in a maktab, while the teacher would receive the child and start instruction with the first alphabet.
- The emperors were interested in encouraging educational attempts of the Muslim teachers of this period.
- The chief aim of education in the Muslim period was acquisition of knowledge.
- In medieval times the rulers took keen interest in the administration of education and helped them financially.
- Their life was very rigorous, hard and the discipline a strict one.
- The contemporary scholars opined that the aim of education in Marifat-i-Ilahi, refers of Dinvi Mushkilat. Khat-i-Nafas. Muhabat-i-Mula, Tehsil-i-Duniya or Talb-i-Uqba.
- In the Muslim period education was divided into two stages, namely, the primary and higher. The primary centres of education were called Muktabs and that of higher education Madarsha.
- Education in the Maktab was mostly oral. Children learnt everything by rote. Writing and mathematics were taught at the later stage.

Keywords

- **Emphasis** : The extra force given to a word or phrase when spoken.
- **Customary** : Typical of a particular person.
- **Contemporary** : Belonging to the same time.
- **Vogue** : A fashion for something.

Review Questions

1. What do you mean by maktab-madarsha system?
2. What were the aims of education of the medieval times? Explain briefly.
3. Write the main features of medieval education.
4. Describe the educational system of medieval period.
5. The teacher-taught relationship at these centres of education was healthy and cordial.” Explain.
6. Describe the centres of learning of muslim education.
7. Write the merits and demerits (limitations) of muslim education.
8. Describe the chief characteristics of muslim education.

Answer: Self Assessment

- | | | | | |
|----|----------------------|------------|-------------|-----------|
| 1. | (i) Maktab-madarsah | (ii) Hindu | | |
| | (iii) Knowledge | (iv) two | | |
| | (v) Maktab, madarsha | | | |
| 2. | (i) (a) | (ii) (c) | (iii) (a) | (iv) (a) |
| 3. | (i) True | (ii) True | (iii) False | (iv) True |

Further Readings

1. Development of Education Systems : *S.C. Shaoo, Briykitore Dayal, J.C. Aggarwal.*
2. Developing Quality Systems in Education (Paperback) : *Geoff Doherty(Editor), Geoffrey D Doherty (Other)*
3. Development Of Educational System In India (Hardbound) : *Dash Bn, A K Agrawal, Mel Ainscow , Alan Dyson , Susan Goldrick*

Unit 3: Education in India during British Period: Macaulay's Minutes, Wood's Dispatch and Hunter Commission

CONTENTS

Objectives
Introduction
Macaulay Minute
Downward Filtration Theory of Education
Wood's Dispatch on Education
Hunter Commission (1882)
Summary
Keywords
Review Questions
Further Readings

Objectives

The objectives of this unit can be summarized as below:

- To explain about the Macaulay's Minutes.
- To describe about the Lord Macaulay's contributions to Indian education.
- To discuss about the advantage of Macaulay's minutes.
- To discuss about the disadvantage of Macaulay's minutes.

Introduction

After the downfall of the Muslim rule, Britishers came to India and established the East India Company but soon the reign of the government reached the hands of the British parliament. Britishers ruled over India for about 150 years. During this period western science and literature made good progress through English medium. The whole educational system of British India can be divided into four major periods. We can easily assert that education during the rule of East India Company was first neglected and the company was busy in establishing its rule in India.

Thomas Babington Macaulay writes his famous Minute on Feb. 2, 1833 in which he advocated the national system of education for India which could best serve the interest of the British Empire.

A commission was set up in 1882 under W.W. Hunter to review the progress made in the field of education following Wood's Dispatch. It was confined mostly to secondary and primary education. The Hunter Commission made a large number of recommendations. It laid special emphasis on primary education whose control ought to be transferred to district and municipal boards.

Macaulay Minute

Lord Macaulay was appointed Law Member in the Governor General's Executive Council. He was a concurrently President of Committee of Public Instruction. He was given the task of interpreting clause 43 of Charter Act of (1813). He submitted long minute to William Bentinck the then Governor General of India. The minute shaped the destiny of education in India.

Macaulay Comments

Macaulay advanced the following arguments in favour of the education of English literature and science :

1. English is the key to modern knowledge and therefore, it is much more useful than the classical language like Sanskrit and Arabic, etc.
2. English language will go a long way in revitalising and rejuvenating the field of knowledge in the same way as Latin and Greek did for English in the past.
3. English is the main language of the west. In India also it is the language of the rulers and, therefore, there is a possibility of its being the language of the Far East.
4. Indians themselves are eager to study English literature and science.
5. The study of English language in the best interests of Indian.

Lord Macaulay's Contributions to Indian Education

Lord Macaulay had no knowledge of oriental culture and literature and his view about the same had been unjust and uncharitable. He loved everything European and despised everything Indian. Hence he had based outlook. He was more interested in furthering the British interests in India than in any thing else. However, it will have to be admitted that he contributed immensely to the formulation of an educational policy for India which in a way still continue, *i.e.*, even after 150 years of its initiation. Bentinck's declaration was actually a declaration of the acceptance of Macaulay's views. Macaulay's view received a mixed reception from the people in the country. A section of the enlightened group criticised him as a person who wanted to tie the people in the shackles of slavery. On the other, another group regarded him as the guide and father of modern education in India. According to them Macaulay's efforts ultimately brought a regeneration in the educated people and they become aware of the happenings in literature and sciences in the other parts of the world. This group welcomed English as the medium of instruction.

Advantage of Macaulay's Minutes

The advantage of Macaulay's Minutes can be summarized as under:

1. A clear cut policy of education.
2. Definite purpose of education.
3. Establishment of English schools.
4. English as medium of instruction.
5. Proposition of filtration theory.

Disadvantage of Macaulay's Minutes

The disadvantage of Macaulay's Minutes can be summarized as under:

1. Closure of Sanskrit Pathashalas and Arabic Madrasahs.
2. Setback to oriental learning
3. Neglect of Vernaculars.
4. Neglect of Mass education.
5. Opposition of Sanskrit and Arabic languages.
6. Opposition of Indian religions.

Acceptance of Macaulay's Minutes and Lord William Bentinck's Resolution of March 7, 1835

The Minute of Lord Macaulay 1835 was accepted by Lord William Bentinck (1828-1835). He endorsed it by writing one line beneath it, "I give my entire concurrence to the sentiments expressed in the minute." The Resolution of March 1835 eventually determined the aim, content and medium of instruction in India. Promotion of western sciences and arts was acknowledged as the avowed object of the British Government in India.

Evaluation of Bentinck's Proclamation

Bentinck's proclamation was the first declaration of the educational policy of the British Government which it wanted to adopt in this country. Bentinck was greatly influenced by the views of Macaulay. The Orientalists lost their battle. With Bentinck's proclamation the following results were clearly visible.

6. The aims of education in India were defined by the British.
7. Type of education envisaged for Indian people was spelt out.
8. The promotion of Western arts and sciences was acknowledged as the avowed object.
9. The printing of oriental works was to be stopped.
10. New grants or stipends to students of oriental institutions were to be stopped in future.
11. The proclamation promised to supply Government with English educated Indian servants cheap but capable at the same time.
12. The proclamation accelerated the growth of new learning by leaps and bounds.

Downward Filtration Theory of Education

The British rulers in India thought that in order to run the administration peacefully and smoothly it was essential to make the higher classes blind followers of the Britishers. This they wanted to achieve through educating the classes to be filtered to the common. Drop by drop, the education would go to the common public so that at due time it may take the form of a vast stream which remained water desert of the society starved for water for a long time and high class of people would be educated and common people would gain influence from them."

Evaluation of the Filtration Theory

The immediate aim of getting educated people to run the various jobs in the administration was fully achieved. It also helped in creating a faithful class of people. It settled the educational policy of the British rulers and education began to progress rapidly.

The ultimate aim could not be fulfilled as the educated persons were cut off from the common masses. The common masses began to look upon the educated classes as the favoured children of the British Government. The higher and richer classes began to copy British food, taste, behaviour and manners. Their entire daily routine was westernised. They became more and more self-centred and a great cleavage was created between the rich and the poor.

Oriental —Anglicist Controversy on the System of Education in India and Macaulay's Minutes

In 1813, the Company decided to spend a sum of Rs. One lakh on education in India. This led to Oriental-Anglicist controversy on education.

Oriental Print of View: This school of thought wanted to encourage the indigenous system of education in India and wanted the Company to spend the amount on the promotion of this system. Among the important supporters of this policy were. Warren Hastings, H.T. Princep, Lord Minto, Charles Grant and H.H. William. The anglicists found their supporter in Lord Macaulay who translated their dream into reality to a considerable extent (For details see 1.1) Raja Rammohan Roy (1722-1833), a distinguished Indian educationist, religious and social reformers appreciated the merits of western philosophy and science and was an ardent supporter of the educational reforms advocated by the Anglicists.

Adam's Report

Lord William Bentinck ordered William Adam to conduct a special inquiry into indigenous education in Bengal. Adam was a missionary and he had special interest in Indian education.

William Adam (1789-1868) lived in India for 27 years. Through journalism and educational situation of Bengal between (1835) and (1838) and submitted important reports.

William Adam was born in Scotland in (1789) and became a priest in (1815) in a Baptist Mission Society. In (1818) he reached Serampore and studied Bengali and Sanskrit. He came in contact with Raja Ram Mohan Roy in Calcutta. They were influenced by each other. Adam was so influenced that he broke all of his relations with Church in (1821). Adam studied believing in one almighty in stead of Trinity.

Of Father, Son and holy soul of Christianity. Adam was appointed on 29th January (1835) by William Bentinck as Commissioner to Survey the educational conditions of Bengal. Adam submitted three reports during (1835) and (1938).



Did u know?

When the East India company embarked on its political conquests in India in 1757, there was no education system organised and supported by the State. Gradually it was realised by the rulers to take interest in education.

Self Assessment

1. Fill in the blanks:

- (i) Was appointed law member in the Governor General's Executive Council.
- (ii) Was actually a declaration of the acceptance of Macaulay's views.
- (iii) Macaulay's Minutes gave a.....of educations.
- (iv) According to Macaulay is much more useful than the classical languages like Sanskrit and Arabic etc.

Wood's Despatch on Education

Wood's Despatch on Education in 1854 laid the foundation of Indian educational system and the Establishments of Universities in Kolkata, Mumbai and Chennai.

Wood's Despatch on Education in 1854 laid the foundation on which the educational system has since developed. Various problems related to education in India had become one of the key concerns of the British government by 1853. In order to provide a solution, the secretary of state of that time, Sir Charles Wood, presented a despatch to the directors of the British East India Company. The despatch expressed that education in English as well as Indian local languages should be enhanced and encouraged through out the nation. According to Charles Wood, the English institutions could serve as the useful model for education. In 1854, Wood prepared his comprehensive despatch on the scheme of the future education in India. The despatch came to be considered as the Magna Carta of English education in India.



Notes

The Scheme of education, as proposed by Wood's Despatch, envisaged a co-ordinated System of education through out the country.

Recommendations of Wood's Despatch

The Wood's despatch proposed several recommendations in order to improve the system of education. According the recommendations, it was declared that the aim of Government's policy was the promotion of the western education. In his despatch he emphasised on the education of art, science, philosophy and literature of Europe. In short, the propagation of the European knowledge was the motto of the Wood's Despatch. According to the despatch, for the higher education, the chief medium of instruction would be English. However, the significance of the

vernacular language was no less emphasised as Wood believed that through the mediums of vernacular language, European knowledge could reach to the masses.

Main Recommendations of Wood's Despatch

- (i) **Government's acceptance of educational responsibility:** The Despatch for the first time clearly accepted that the responsibility of education in India lies on British Government.
- (ii) **Aims of education:** The Despatch defined the aim of education keeping in view the interests of Indians and British rule. Education is to raise intellectual fitness and moral character of Indians. At the same time, it was to prepare them to become supporters of British rule in India.
- (iii) **Oriental languages:** The Despatch emphasized the importance of Oriental languages. Mr. Wood had recognized the usefulness of Sanskrit, Arabic and Persian and recommended them as subjects of study in regular institutions. Like Macaulay, he also recognized the usefulness of western knowledge for Indians.
- (iv) **Medium of instruction:** The Despatch recommended that owing to the shortage of books in Indian languages, the medium of instruction should be English. But English should be needed for those people who have proper knowledge and taste for English and are able to understand European knowledge through this language. For other Indian languages should be used.
- (v) **Establishment of Education Department:** The Despatch directed that the Department of Public Instruction should be established in every province. This department was to inspect schools and to guide teachers.



Caution

Famous educationist Pranjepe vehemently criticised Wood's Despatch. According to him, the despatch miserably failed to provide proper leadership and remove red-tapism in the direction of control of education in India.

Education Policy According Wood's Despatch

"Among many subject of importance, once can have a stronger claim to our attention than that of education. It is one of our most sacred duties, to be the means, as far as in us lies, of conferring upon the natives of India those vast moral and material blessing which flow from the general diffusion of useful knowledge and which India may, under Providence, derive from her connection with England.

We have, moreover, always looked upon the encouragement of education as peculiarly important, because calculated "not only to produce a higher degree of intellectual fitness, but to raise the moral character of those who partake of its advantage, and so to supply you with servants to whose probity you may with increased confidence commit offices of trust..."

Aim of Education

The Despatch said that the aim of education should be to impart useful knowledge to the Indian students in such a way as to raise their intellectual, moral and economic status. They should also be given such an education which might develop in them administrative ability in order that the Government might get efficient workers.

Objectives of Wood's Despatch

The despatch had the following objectives of education :

1. To enable the natives of India to have those vast and material blessings which flow from the general diffusion of Western knowledge.
2. To produce high degree of intellectual fitness and also to raise the moral character of those who partake of the above advantages;

3. To supply the East India Company with reliable and capable public servants; and
4. To secure for England a large and more certain supply of many articles, necessary for her manufacturers and extensively consumed by her population, as well as an almost inexhaustible demand for the produce of British labour.

The rules framed should be accepted for categories of educational institutions, primary to higher. The Company thought that the grant-in-aid system would encourage private enterprises in the field of education and education would expand with a greater speed. This process would ultimately eliminate need for Government schools and thus enough money would be saved.

Importance of Wood's Despatch

“Wood's Despatch is said to be the *corner stone of Indian education*. It is said to have laid the foundation of our present system of education.” Says A. N. Basu, The dispatch was a statement like document wisely worded and wide in outlook and the suggestions contained there in were quite sound. It did lay out a plan for a *comprehensive system of education* for this country.” The similar view has been expressed by Lord Dalhousie. It was a scheme of education for all India; for wide and more comprehensive than the local or the Supreme Government could have ever ventured to suggest.

The plan was comprehensive. It decided the structure of education in India. Previous to 1854, education was conducted on piecemeal basis. Now it had a structure; at the base of which were indigenous schools and primary schools and at the top were the universities. There was now a department in each province to look after the state of education. The system of education now started was well planned. It recommended the foundation of graded schools—Indigenous Primary schools Middle schools, High schools, College, Universities—all over the country. It introduced the system of grant-in-aid and thus sought the cooperation of private enterprise in the field of education. It laid due emphasis on the education of girls. Our Governor General in council has declared that the Government ought to give to the native women education in India its frank and cordial support. It laid down foundation for vocational education which was been so far uncared for vocational education was to be encouraged here after because the government wanted to give employment facilities the educated people and also because it hoped the vocationally trained persons would be more grateful to the Government. The Dispatch is important for drawing the attention of the local administration to the improvement and expansion of mass education. Compulsory religious education will not be encouraged at public expense though it permitted missionaries to avail of state help if they gave their pupils a freedom of absenting themselves from religious classes. It is also important because it laid emphasis on the teaching of Indian languages.

Evaluation of Wood's Despatch

Before Wood's Despatch there were many educational documents in India but this is the most important document. ***Foundation of the present system of education was laid through this Despatch.*** The first period of British education contained early efforts of Missionaries, the second period is famous for documents like Charter Act of 1813, Macaulay Minute and Wood's Despatch. In this sense it marks the end of second period. It influenced the development of British system of education after wards for about one hundred years.

The Despatch put an end to the then controversies in education which had continued for about hundred years. It is known as Magna Charta of Indian education.

The Wood's Education Despatch is of immense historical significance and contained 100 paragraphs and deals with several questions of great educational importance. It set at naught the controversy between the Auglicists and Classicists by laying down that they wanted education which had for its object the diffusion of the improved arts, science, philosophy and literature of Europe; in short of European knowledge. They favoured use of the English and the Indian languages together. The Despatch opening of education departments in various provinces; institution of universities at the three presidency towns; establishment of a network of graded

schools all over India; financing of education through the grant-in-aid system and opening of Training schools for teachers *i.e.* normal schools.



Notes

What is the aim of education according to wood's despatch?

Merits of Wood's Despatch:

Following are the merits of Wood's Despatch"

1. **Educational Policy:** Through Wood's Despatch, British Parliament, for the first time made an attempt to decide the educational policy of India and made it constitutional. Before this, there was no policy of education for Indians. Through this Despatch they decided for the first time their policy about education system in India.
2. **Educational Responsibility:** This Despatch brought about a revolutionary change in the educational policy of the British Government. It declared that Indian education was the duty and responsibility of the British government.
3. **Importance of Indian literature and culture:** The Despatch recognized the importance and utility of Indian literature, culture and knowledge. It recommended the inclusion of Sanskrit, Arabic and Persian language and literature in the curriculum along with the western knowledge.
4. **Indian languages as medium of instruction:** Charles Wood also recognized Indian languages as the medium of instruction along with English.
5. **Department of Public Instruction:** To run properly the education schemes of India, the Despatch suggested for setting up Department of Public Instruction in each province with the Director of Public Instruction, Deputy Directors etc. Thus it prepared an administrative set up for education.

Demerits of Wood's Despatch

1. The Despatch set up the defective system of education. Education remained as a means for earning livelihood and not a means for obtaining knowledge.
2. The pattern of proposed universities was purely foreign. The Despatch took the idea of London University for Indian universities. Thus the universities established on the basis of its recommendations became British in nature and spirit. They were not Indian in character.
3. The Despatch gave priority to English. The government was spending the major portion or almost all the allotted money for the education in the development and extension of English schools.
4. The main purpose of the Despatch was to spread western knowledge.
5. Due to the recommendations of the Despatch, the Education Department was set up in each province and the education went under the direct mechanical control of the government.

Self Assessment

2. Multiple choice questions:

Choose the correct option

- (i) Wood's despatch on education in..... laid the foundation of Indian education System and the establishments of universities in Kolkata, Mumbai, and Chennai.
(a) 1890 (b) 1854 (c) 1870 (d) 1860
- (ii) According to despatch, for the higher education the chief medium of instruction would be.....
(a) Russian (b) German (c) English (d) French

- (iii) The period of British education is famous for documents like character Act of 1813, Macauley Minute and Wood's despatch.
 (a) first (b) second (c) third (d) last
- (iv) The Wood's education despatch is of immense historical significance and containedparagraphs and deals with several questions of great educational importance.
 (a) 100 (b) 200 (c) 300 (d) 400
- (v) The dispatch took the idea of.....for INdian universities.
 (a) France university (b) Cambridge university
 (c) Oxford university (d) London university

Hunter Commission (1882)

Hunter Education Commission: The Hunter Education Commission was the first commission set up to look after the education system in India. It was entrusted with the responsibility to review and recommend measures to improve the system.

Hunter Commission officially known as the Indian Education Commission, 1882, was the first Education Commission in the history of modern India. The Government of India, prior to the recommendations of the Woods Dispatch, appointed a Commission under the chairmanship of W.W. Hunter. The Hunter Commission was named following the name of the chairman, W.W. Hunter.

The Hunter Commission was entrusted with the charge to review the state of education in India and to recommend necessary measures for further progress. The other consideration, which prompted the government to appoint the commission, was to enquire into the propaganda carried on by the English missionaries that the educational system in India was not following the recommendations of Woods Dispatch. The chairman, Hunter, was instructed that the motto of the commission was to reorganize the Indian educational system in such a way that the different branches of public education could move forward together and with equal importance. The principal object therefore was to enquire the state of elementary or primary education in India. Also the means to develop and improve the condition of elementary education was given a special emphasis by the Hunter Commission appointed by the Government of India. However the Commission was mostly confined in the enquiry of the primary and the secondary education. The general working procedure and the educational process of the Indian universities was excluded from the charge of the Hunter Commission.

The Hunter commission visited all the provinces of the then India and passed a lot of recommendations in order to extend and improve the state of education. The Commission emphasized that the special care should be taken by the government for the propagation and the improvement of the primary education. It was declared by the s Commission that the primary education was essentially aimed for the masses and hence should be provided in the s vernacular language. The subjects of educations should fit them for their position in life. While the private enterprise was to be hailed at all stages of education, primary education was to be provided without reference to the local co-operation. The commission recommended that the power of controlling the entire system of primary education should be transfer to the district and the Municipal Boards. According to the recommendations of the Commission, the local Boards were only empowered to levy for the educational purpose.

The Hunter Commission apart from the state of primary education also emphasized the condition of secondary education prevailed in India during the 19th century. For the secondary education, a principle was laid down by the commission. According to the commission, there should be two divisions - literary education leading to the Entrance examination of the university and the other is the practical kind of vocational training. The Vocational training would lead the students to build up their career in the commercial field.

Notes

The commission made that an effort should be made to encourage the private enterprise in the field of education. The Commission to achieve this objective recommended the extension and liberalization of the grants in aid system, recognition of the aided school as equal to Government institutions in matters of status and the privileges. It was also declared by the Commission that the Government should as early as possible withdrew from the direct management of the secondary and the collegiate education. Moreover the education Commission drew attention to the inadequate facilities for the female education outside the Presidency towns and also made recommendations for its spread

India witnessed a rapid and unprecedented growth in the field of primary and secondary education in the past twenty years. One of the principal impacts of this expansion was the massive participation of the Indian Philanthropist in the system of education. A number of denominational institutions sprang up in all parts of the country. Apart from the study of the western literatures Indian and the oriental literatures were also given special emphasis. Another important development of the period was the development of the teaching cum examining universities. The Punjabi University and the Allahabad University of superior rank developed during this time.

In the first half of nineteenth centuries, political unrest grew up owing to the controversies about the educational policies of the government. Political developments interrupted the educational system of the country. The official report was that the educational expansions were not carried on in the proper way and that the private interference had deteriorated the standard of education. The nationalist opinion stated that the Government was not doing its duty to reduce the illiteracy and also admitted the lowering standards of education.

Lord Curzon during his term of office tried to reorganize all branches of administration including the system of education. Curzon justified the increase of official control over the education in the name of efficiency and quality. However none of the recommendations of the Hunter Commissions was fulfilled by the educational reforms of Curzon. His reforms actually sought to restrict education and discipline the educate mind to the loyalty of the government.



Notes

The Commission is sometimes called as 'Hunter Commission' after the name of its Chairman.

Aims of the Commission

The following were prescribed as the aims of the commission:

1. To assess the position of primary education and to give suggestions for its reforms.
2. To evaluate the work of the missionaries in the field of education.
3. To find out if the government institutions should be allowed to continue.
4. To assess the utility of the grant-in-aid system. To find out the attitude of the government towards the private Indian enterprises in the field of education. To find out if they received encouragement from the Government.
5. The main purpose of the Commission was to study the problem of primary education and to suggest measures for its reforms. But the Commission also chose to look into the affairs relating to secondary and higher education.

Recommendations of Commission (1882)

The main recommendations of the Commission were as under:

1. In the field of primary education, the Commission made elaborate recommendations on the lines of country Council Act of England with regard to its policy, objectives

Curriculum, methods of teaching, teachers training, finance and administration etc. The responsibility of imparting primary education was fixed on local bodies.

2. The curriculum should be framed according to local needs and its practical aspects properly emphasised.
3. Mother tongue should be the medium of instruction at the primary stage. The Commission was silent about the secondary stage. Hence, indirectly, it supported the cause of English..
4. The Commission recommended the establishment of a model government high school in each district.
5. At the secondary stage two types of courses were recommended. 'A' Type course was to be pursued upto university level and 'B' type course for providing vocational education. Thus, the Commission laid special emphasis on the diversification of courses.

Thus, the recommendations of the Hunter commission (1882) gave a great set back to the efforts of Christian missionaries. The individual efforts and local cooperation got due impetus and encouragement. This led to Indianisation of education. The result was increased number of schools and colleges. Grant-in-aid system was recognised by the government and emphasis was laid on imparting useful knowledge.

But most important recommendation of the Commission was with regard to the development and improvement of primary education. The practice of appointing Indian as school inspectors in education departments was adopted. The government institutions observed a policy of religious neutrality.

Subsequent Influence of the Report

Merits of the Report

1. It accepted the importance of primary education and gave detailed recommendations on the improvement of its various aspects.
2. It evolved a systematic system of grant-in-aid.
3. It provided encouragement to indigenous system of education.
4. It gave encouragements to private initiative.
5. It laid down the policy regarding the role of missionaries.
6. It recommended diversification of courses at the secondary stage.
7. It attached importance to the spread of women education.

Limitations and Shortcomings of the Report

1. It was not a wide policy on the part of the government of withdraw gradually from the secondary education sector.
2. Primary education was entrusted to organisations and institutions which were not reasonably financially sound.
3. Recommendations on religious education were not realistic.
4. There were very high expectations from the Education Departments.
5. Grant-in-aid rules on the 'basis of results' was not a healthy practice.
6. Expansion of higher education resulted in dilution of standards.



What is Grand-in-aid system?

Religious Education and Hunter Commission

The Commission was also required to give its opinion regarding the policy that the Government should adopt for religious education. The Commission recommended as follows :

1. The Government should have no hand in schools regarding religious education.
2. The Managers of the Non-Government schools should be free to give or not give a place to religious education in their schools. The Government should place no restriction in this respect.
3. While giving grants special attention should be paid to the standard of the schools which give religious education.

Women's Education

The Commission gave the following suggestions with regard to women education.

1. **Education in Special Subjects:** The Commission said that the curriculum for girls should be different from that of boys, because of the different nature of their life duties. Subjects useful in their life should be included in their curriculum. The Commission thought that literary subjects would not be useful for girls. Therefore, they should be given education in subjects useful in their life.
2. **Education by Local Boards:** The Commission recommended that the local boards should be made responsible for women's education. In the absence of a local board in some areas the Government should shoulder the responsibility for women education.
3. **Women Teachers:** The Commission recommended that only lady teachers should be appointed in girl's schools.
4. **Inspectors:** The Commission recommended that inspectors for girl's schools should be Appointed. This policy would encourage women education also.

Muslim Education

The Commission studied the problems of Muslim education and gave the following suggestions to improve it:

1. Local bodies should be made responsible for Muslim education.
2. The indigenous Muslim schools should be encouraged.
3. The medium of Muslim schools should be Hindustani except in those schools where the people do not want this medium.
4. Muslim should be given greater assistance in the field of higher English education.
5. Special provisions should be made for scholarship for Muslim students.

Education of the Backward Classes

The Commission recommended that in Government schools special facilities should be provided for backward classes. It further suggested that some Government schools should be opened for children of backward classes. The suggestions of the Commission led to the progress of education of backward classes.

Missionaries and the Hunter Commission

Missionaries had become rivals to the Government in the field of education. On the appointment of the Commission they had hoped that they would be given special facilities and consideration in the field of education with permission to open as many new schools as they wanted. Moreover, they had also thought that they would be recognised as supreme in the field of education. But all the hopes of the Missionaries were belied. They did not mind when primary education was entrusted to local boards, because they had no interest in this area.

Criticism of The Hunter Commission Recommendations

Notes

The recommendations of the Commission have a special place in the history of Indian education. The Commission tried to give a direction to Indian education which was in a bad shape. It drew the attention of the Government towards the neglect of vocational education and over emphasis on bookish education. The Commission encouraged private enterprises in the field of education. This helped the development of education in the country.

However, some of the recommendations of the commissions have been very harmful. It was had that the Commission neglected the clam of the mother tongue and supported English as the Medium of instruction. Consequently the Indian languages were neglected. The suggestions of the Commission's to charge lower fee in private institution led to the opening of schools of lower standard. Since education was entrusted to private enterprises, the Government become indifferent to education of the people. This attitude ultimately harmed the cause of education. The government was to control the inspection department according to the suggestions of the Commission. Hence the governmental all control over education was tightened leading to loss of flexibility in education. Through its inspectorate the government used to interfere in the working of institutions without any resultant responsibility for their improvement.

Self Assessment:

3. State whether the following statements one 'True' or 'False' :
- Lahore University was established in 1869.
 - The Hunter Commission said that the curriculum for girls should not be different from that of boys.
 - The commission encouraged private enterprises in the field of education.
 - According to commission the literary subjects would be useful for girls. They should take any other subject.

Summary

- Lord Macaulay was appointed Law Member in the Governor General's Executive Council. He was a concurrently President of Committee of Public Instruction.
- Lord Macaulay had no knowledge of oriental culture and literature and his view about the same had been unjust and uncharitable. He loved everything European and despised everything Indian. Hence he had based outlook. He was more interested in farthing the British interests in India than in any thing else.
- The advantage of Macaulay's Minutes can be summarized as under:
 - A clear cut policy of education.
 - Definite purpose of education.
 - Establishment of English schools.
 - English as medium of instruction.
 - Proposition of filtration theory.
- The Minute of Lord Macaulay 1835 was accepted by Lord William Bentinck (1828-1835)
- Bentinck' proclamation was the first declaration of the educational policy of the British Government which it wanted to adopt in this country.
- The British rulers in India thought that in order to run the administration peacefully and smoothly it was essential to make the higher classes blind followers of the Britishers. This they wanted to achieve through educating the classes to be filtered to the common.
- The immediate aim of getting educated people to run the various jobs in the administration was fully achieved. It also helped in creating a faithful class of people. It settled the educational policy of the British rulers and education began to progress rapidly.

Notes

- **Oriental Print of View:** This school of thought wanted to encourage the indigenous system of education in India and wanted the Company to spend the amount on the promotion of this system. Among the important supporters of this policy were.
- William Adam (1789-1868) lived in India for 27 years. Through journalism and educational situation of Bengal between (1835) and (1838) and submitted important reports.
- William Adam was born in Scotland in (1789) and became a priest in (1815) in a Baptist Mission Society. In (1818) he reached Serampore and studied Bengali and Sanskrit. He came in contact with Raja Ram Mohan Roy in Calcutta.
- Wood's Despatch on Education in 1854 laid the foundation of Indian educational system and the establishments of Universities in Kolkata, Mumbai and Chennai
- Wood's Despatch on Education in 1854 laid the foundation on which the educational system has since developed. Various problems related to education in India had become one of the key concerns of the British government by 1853.
- The Wood's despatch proposed several recommendations in order to improve the system of education. According the recommendations, it was declared that the aim of Government's policy was the promotion of the western education.
- **Government's acceptance of educational responsibility:** The Despatch for the first time clearly accepted that the responsibility of education in India lies on British Government.
- **Aims of education:** The Despatch defined the aim of education keeping in view the interests of Indians and British rule.
- **Oriental languages:** The Despatch emphasized the importance of Oriental languages. Mr. Wood had recognized the usefulness of Sanskrit, Arabic and Persian and recommended them as subjects of study in regular institutions.
- The Despatch recommended that owing to the shortage of books in Indian languages, the medium of instruction should be English
- The despatch had the following objectives of education :
 1. To enable the natives of India to have those vast and material blessings which flow from the general diffusion of Western knowledge.
 2. To produce high degree of intellectual fitness and also to raise the moral character of those who partake of the above advantages;
- The main recommendations of the Commission were as under :
 1. In the field of primary education, the Commission made elaborate recommendations on the lines of country Council Act of England with regard to its policy, objectives curriculum, methods of teaching, teachers training, finance and administration etc. The responsibility of imparting primary education was fixed on local bodies.
 2. The curriculum should be framed according to local needs and its practical aspects properly emphasised.
 3. Mother tongue should be the medium of instruction at the primary stage. The Commission was silent about the secondary stage. Hence, indirectly, it supported the cause of English..
 4. The Commission recommended the establishment of a model government high school in each district.
- The Commission gave the following suggestions with regard to women education.
 1. **Education in Special Subjects:** The Commission said that the curriculum for girls should be different from that of boys, because of the different nature of their life duties. Subjects useful in their life should be included in their curriculum.
- The Commission recommended that only lady teachers should be appointed in girl's schools.

Keywords

Notes

- Proclamation: An official statement about something important that is made to the public the act of making an official statement.
- Executive : A person who has an important job as a manager of a company or an organisation.
- Indigenous : Belonging to a particular place rather than coming to it from somewhere.

Review Questions

1. Describe the Macaulay's minutes briefly.
2. Describe the Wood Despatch briefly.
3. What is the Hunter Commission? Explain briefly.
4. Describe the Lord Macaulay's contributions to Indian Education.
5. What do you mean by downward filtration theory of education?
6. Write about the Adam's Report (1835-38).
7. Write the merits and demerits of Wood's Despatch.
8. What are the aims of Hunter commission?
9. Describe the recommendation of commission (1882).
10. Give the critical explanation of Hunter Commission Recommendations.

Answers: Self Assessment

1. (i) Lord Macaulay (ii) Bentinck
(iii) Clear cut policy (iv) English
(v) William Adam
2. (i) (b) (ii) (c) (iii) (b) (iv) (a)
(v) (d)
3. (i) True (ii) False (iii) True (iv) False

Further Readings



1. Developing Equitable Education Systems : Radhika Chopra , Patricia M Jeffery, Susan Goldrick
2. Development of Education System : Briyathore Dayal, J.C. Aggarwal, SC Shao.
3. Developing Equitable Education Systems : Mel Ainscow , Alan Dyson , Susan Goldrick

Unit 4: Education in India after Independence: Secondary Education Commission of (1952-53)

CONTENTS

Objectives

Introduction

Background and Appointment of the Secondary Education Commission

Report of the Commission

Barriers for Impact of Secondary Education Commission

Recommendations on the Aims of Secondary Education

Re-organisation of Secondary Education

Summary

Keywords

Review Questions

Further Readings

Objectives

The objectives of this unit can be summarized as below:

- To discuss about the Background and Appointment of the Secondary Education Commission.
- To explain about the Report of the Commission.
- To describe about the Barrie for impact of Secondary Education Commission.
- To discuss about the recommendations on the aims of secondary education.
- To describe about the re-organisation of Secondary Education.

Introduction

Secondary education is the stage of education that includes all the classes after the primary school and before university education is started. This stage is considered to be the backbone of the country's entire educational programme. This however, is also the stage which marks the completion of education for the large majority of pupils. Secondary education is also the basis of higher education which gives the desired direction to the nation's power. An inefficient system of secondary education therefore is bound to affect adversely the quality of education at all later stages.

This unit deals with the Secondary Education Commission, 1952-53, covering its various aspects from the background of its appointment to its recommendations which had a far reaching effect on India's Secondary Education.

Let us discuss the background of appointing the Secondary Education Commission. After achieving the independence in 1947, both the public and the Government began to take keen interest in the development of secondary education. Although the number of secondary schools and its enrolment began to significantly increase even before India's attaining independence,

the quality of education imparted was unable to meet the changing socio-economic needs of the country.

In view of these considerations, the Government of India set up, the Secondary Education Commission by Resolution dated 23rd September, 1952, under the Chairmanship of Dr. A. Lakshmanaswami Mudaliar, the Vice-Chancellor of the Madras University. Therefore this commission is also known as Mudaliar Commission.



Notes

The Commission was inaugurated on 6th October, 1952. It submitted its Report on June 1953.

Report of the Commission

Now we shall discuss about the report of the Secondary Education Commission, 1952-53. As the report is a very lengthy one containing 311 pages, it is not possible for us to discuss all aspects in detail. We will confine our discussion to the defects of the prevailing system of secondary education in India and the recommendations given by the Commission regarding its aims, new organizational pattern and the curriculum. Let us discuss all these points one by one.

Management and Administration of Secondary Schools

The commission have given the following suggestions in this reports:

1. The post of education director should be equivalent to the joint secretary of the secretariat and he should advise the minister in this capacity.
2. The secondary education board should be organised under the chairmanship of education director who should arrange for secondary education in his State.
3. A board for teacher's training should be established.
4. Central and State Committees should be organised for giving advice on secondary education.
5. The district inspector of schools should not only find faults with teachers but should also assist them in performance of their duties. They should solve their problems arising from time to time and should acquaint them with latest developments in the field of education.

Evaluation of Commission Work

Below we will discuss the merits and demerits of the recommendations of the Commission:

Merits of Secondary Education Commission: The Commission has given numerous practical suggestions for the reforms of secondary education in the country. The Commission has drawn our attention to the various defects of the existing system of secondary education. This it is a great service which the commission has rendered. It has rightly pointed to the evils of the prevailing examination system and has given practical suggestions for its overhauling.

Demerits of Secondary Education Commission: The Commission's suggestions regarding the High Power committee for selecting text books it ridiculous and unrealistic, How can a high court judge assess the suitability of a text-book for schools' The Commission has not chosen to pay adequate attention on the various aspects of women education.



Notes

The issue of religious education as well has not been adequately considered by the Commission.

Defects of the Existing System

The Commission pointed out the following defects of the existing system

- First, the education given in our schools is isolated from life. The curriculum as formulated and as presented through the traditional methods of teachings does not give the students insight into the everyday world in which they are living.
- Secondly, it is narrow and one sided and it fails to train the whole personality of the student.

Aims of Secondary Education Commission

- | | |
|---|---|
| 1. To produce Ideal Citizen. | 2. To Develop Capacity for Earning Money. |
| 3. To Develop Human Virtues. | 4. Quality of Leadership. |
| 5. Improvement of Vocational Efficiency | 6. Development of Personality. |

New Organisational Pattern of Secondary Education

1. Duration of Secondary Education
2. High School and Higher Secondary Schools
3. Technical and Vocational Education
4. Need for Diversification of Courses
5. Multilateral and Multipurpose Schools
6. Agricultural Education in Secondary Schools



Did u know? The different vocational subjects to be included in the multipurpose schools will be discussed in connection with the reorganized curricula of studies.

Medium of Instruction

The mother tongue or the stage language should be made the medium of instruction. In this connection the Commission expressed the following ideas also :

1. The students should be taught at least two languages at the junior high schools stage.
2. The commission has suggested that the secondary stage a student should learn at least three languages, the national language, the mother tongue or the regional languages and a foreign languages.



Task

Write the new organisational pattern of secondary education.

Selection of Text Books

The Commission has opined that text books should be selected on the basics of their merits and utility. For this; purpose the Commission has recommended the appointment of a High Power Committee which will select. The standard of production, printing and paper used and pictures and illustrations incorporated and suitable content will be the basis of selection. In the opinion of the commission the following persons will constitute the High Power Committee for selection of text-books:

1. A High Court judge.
2. A Member of the Public Service Commission
3. A Vice-Chancellor of an University.
4. A Principal of the some government educational institution.
5. Two eminent educationalists and the director of education of the stage.

The commission has further suggested that the text-books once chosen should not be changed soon. In addition to text-books each school should have some such books which may impart general knowledge to students.



Caution

The teachers should also be provided with new literature and books in order to keep up their interests alive.

Self Assessment

1. Fill in the Blanks :

- (i) The.....or the state language should be made the medium of instruction.
- (ii) The.....as formulated and as presented through the traditional methods of teachings does not give the students insight into the everyday world.
- (iii) The board should be organised under the chairmanship of education director who should arrange for secondary education in his state.

Barriers for Impact of Secondary Education Commission

The Narendradeo Committee report did not make powerful impact on Indian Education because of the following were the main barriers:

1. The introduction of core-subjects like crafts and general science in the curriculum of the higher secondary school required more staff.
2. The financial implication of the upgrading of a larger number of high schools into higher secondary pattern in every state was not worked out.
3. The multipurpose schools have benefited neither the schools leaves nor the seekers of higher education.
4. The Commission did not recommend clearly vocationalised education.
5. Even with Central aid the states that accepted the pattern could convert not more than a certain number of schools into higher secondary institutions. Financial implications were not worked out.

Recommendations on the Aims of Secondary Education

The Commission has made the following recommendations in regard to its aims of Secondary Education -

- Development of democratic citizenship • Improvement of Vocational efficiency
- Education for leadership • Development of personality



Did u know?

An all-round development of the personality of the student is an essential aim of secondary education.

Re-organisation of Secondary Education

- The duration of secondary education should be 7 years. It should cover the age of group of 11-17.
- Under the new organizational structure secondary education should commence after 4 or 5 years of primary or junior basic education.

Notes

- The middle or senior basic or lower secondary stage should cover a period of 3 years.
- The higher secondary stage should cover 3 years.
- The commission also suggested abolition of the present intermediate classes. The 12th class should be attached to the university and the 11th class should be added to the high school. Thus it pleaded for one year pre-university and 3 year degree courses.

Self Assessment:

2. State whether the following statements are *True* or *False*:
 - (i) The introduction of core subjects like crafts and general science in the curriculum of the higher secondary school required more staff.
 - (ii) The financial implication of the upgrading of a large number of high schools into higher secondary pattern in every state was worked out.
 - (iii) The duration of secondary education should be 5 years.
 - (iv) The higher secondary stage should cover 3 years.

Summary

- Secondary education is the stage of education that includes all the classes after the primary school and before university education is started.
- On September 23, 1952, The Government of India appointed the Secondary Education Commission under the Chairmanship of A. L. Swami Mudaliar, A. N. Basu was appointed its secretary.
- The Commission has emphasised the necessity of reorganising the secondary schools curriculum in order that the aims of education may be realised.
- All the students should be medically examined at least twice a year. Full medical facilities should be available for ailing students.
- The Commission has given numerous practical suggestions for the reforms of secondary education in the country.
- Many useful suggestions for reorganising the curriculum have also been given suggestions regarding the school buildings and duties of inspector of schools are also healthy.

Keywords

- Recommendation: an official suggestion about the best thing does to.
- Implication : a possible effect or result of an action or a decision.
- Instruction : Detailed information's.
- Pattern : The regular way in which something happens or is done.

Review Questions

1. Write the background of the secondary education commission.
2. What are the terms of reference of the secondary education commission?
3. What are the aims of secondary education commission?
4. Describe the new organisational pattern of secondary education briefly.
5. What is the role of libraries?
6. Explain the management and administration of secondary schools.

Answers: Self Assessment

Notes

1. (i) mother tongue (ii) curriculum
(iii) Secondary education
2. (i) True (ii) False (iii) False (iv) True

Further Readings



1. Development of Education Systems: *SC Shao, Dash Bn, JC Aggarwal.*
2. Developing Quality Systems in Education (Paperback) : *Geoff Doherty(Editor), Geoffrey D Doherty (Other), A K Agrawal.*
3. Development of Education System : *Briyathore Dayal, Katia K., Dash Bn.*

Unit 5: Indian Education Commission (1964-66)

CONTENTS

Objectives

Introduction

Government Resolution setting up the Education Commission, July 14, 1964

Terms of Reference

Aim of the Commission

Recommendations of the Commission

Nomenclature Recommended for Educational Institutions by Commission

National Reconstruction and Education

Improvement of Teacher's Status

Teachers' Training

Development of Education

Evaluation of Kothari Commission Recommendations

National Policy on Education Committee of Members of Parliament

Resolution on National Policy

The Resolution on National Policy on Education Further Stated

Contribution of the Report of the Education Commission (1964-66)

National Structure of Education-Proposed by Kothari Commission

Summary

Keywords

Review Questions

Further Readings

Objectives

The objectives of this unit can be summarized as below:

- To explain about the government resolution setting the education commission, July, 14, 1964.
- To discuss about the terms of reference.
- To describe about aim of the Commission
- To describe about Recommendations of the Commission
- To learn about the nomenclature recommended for educational institutions by commission.
- To explain about National Reconstruction and Education
- To describe Improvement of Teacher's Status
- To discuss Teachers' Training
- to explain Development of Education
- To describe Evaluation of Kothari Commission Recommendations
- To explain National Policy on Education Committee of Members of Parliament
- To discuss Resolution on National Policy
- To explain The Resolution on National Policy on Education Further Stated

- To discuss Contribution of the Report of the Education Commission (1964-66)
- To describe National Structure of Education-Proposed by Kothari Commission

Introduction

The Education Commission under the Chairmanship of Dr.D.S. Kothari, the then Chairman, University Grants Commission, began its task on October 2,1964. It consisted of sixteen members, eleven being Indians and five foreign experts. In addition, the Commission had the benefit of discussion with a number of internationally known consultants in the educational as well as scientific field.

The main task of the Commission was to advise the Government on the national pattern of education and on the general policies for the development of education at all stages-ranging from the primary to post-graduate stage and in all its aspects besides examining a host of educational problems in their social and economic context.

"This House is of opinion that a Committee of Members of Parliament be appointed to go into the question on National Policy on education in all its aspects and to prepare a plan accordingly for the next three plan periods, and also to suggest suitable machinery for its implementation." (L.S. Deb. May 1, 1964 c.13989)

Government Resolution setting up the Education Commission, July14, 1964

The Commission submitted its report to the government on June 29, 1966. It was laid on the Table of the House on August 29, 1966. The principal recommendations of the Commission are given in Appendix I. The main features of the Commission's report were as follows:

- (i) Introduction of work-experience which includes manual work, production experience, etc. and social service as integral part of general education at more or less all level of education.
- (ii) Stress on moral education and inculcation of a sense of social responsibility. Schools should recognize their responsibility in facilitating the transition of youth from the work of school to the world of work and life.
- (iii) Vocationalization of secondary education.
- (iv) Strengthening of the centres of advance study and setting up of a small number of major universities which would aim at achieving highest international standards.
- (v) Special emphasis on the training and quality of teachers for schools

Terms of Reference

The Commission wills advice Government on national pattern of education and on the general principles and politics for the development of education at all stages and in all its aspects. It need not, however, examine the problems of medical or legal education, but such aspects of these problems as are necessary for its comprehensive enquiry may be looked into.

Task Forces

- (1) Task Force on School Education.
- (2) Task Force on Higher Education.
- (3) Task Force on Technical Education.
- (4) Task Force on Agricultural Education.
- (5) Task Force on Adult Education.

Working Group

- (1) Working Group on Women's Education.
- (2) Working Group on the Education of Backward Class.

Note

- (3) Working Group on School Community Relations.
- (4) Working Group on School Community Relations.
- (5) Working Group on Statistics.



Notes The destiny of India is being shaped in the classroom.

Aim of the Commission

Like other previous commissions on education the purpose of the Education commission of 1964, too was to study the various problems of education in the country and suggest measures for their removal. For evaluating the working of the existing system of education a number of educationists from foreign lands were also invited to serve on the Commission as experts. At the appointment of the Commission need of determining an educational policy for the country.

The Commission was appointed on July 14, 1964 through a resolution of the government. The Commission Started its work on the birth day of the father of the nation, October 2, (1964).

The Commission appointed seven working committees and twelve study-terms for studying the various problems of education in the country. The commission toured round the whole country and studied the various problems involved deeply and submitted its report to the Government after twenty one months. Within these 21 months the Commission organised two conferences of students, interviewed about 900 persons interested in education in the country and toured for 100 days and visited many educational centres of the country.

Recommendations of the Commission

The Commission has asserted that the progress of the country, development of finance, social security and welfare activities can be ensured only through education. Therefore, education should be given highest priority in any scheme of national development.

Education and National Aims

1. Education should be according to the needs of life in order that the same may be successfully met. National aims can be achieved through education alone.
2. Through education of an individual should get appropriate opportunities for his all-round development.

Changes in Education

1. All should get general education upto a certain level capable persons should be given opportunities for their maximum development.
2. The existing education should be revolutionised for making it a base for ushering in socialism.
3. Education should be so planned as to encourage national productions, Education will further develop through national production.

Reorganisation of Education

1. The standard of primary education should be raised and secondary education should be given a vocational bias.
2. The standard of university education should be encouraged.
3. The standard of teacher's training should be raised and number of trained teachers should be increased.

Nomenclature Recommended for Educational Institutions by Commission

Notes

Realizing the need for a uniform system of nomenclatures, the Commission recommends that it should be evolved by the government of India, in consultation with the State Governments. Pending the finalization of such a system, it has used the following nomenclatures throughout the report:

School Education

- (i) **Pre-primary Education:** Which includes :
 - (a) Pre-primary, (b) Pre-basic (c) Kindergarten (d) Montessorie etc.,
- (ii) **Primary Education** (Classes I-VII or I-VIII): Which includes:
 - (a) **Lower Primary Classes** (I - IV or I-V): (i) Primary in some State (e.g., Punjab) (ii) Lower Primary in some States (e.g., Gujrat) (iii) Junior Basic, and (iv) Lower Elementary in some State (e.g., Madras).
 - (b) **Higher Primary Classes** (V -VII or VI - VIII): (i) Middle in some State (e.g., Punjab), (ii) Junior higher scho6f (e.g., U.P., (iii) Upper Primary in some States (e.g., Gujarat). (iv) Senior Basic, (v) Higher elementary in some States (e.g., Madras).
- (iii) **Secondary Education** (Classes VIII-XIII or IX-X)
High school; Higher Secondary school : Which includes :
 - (a) **Lower Secondary Education** (Classes VIII-X or IX-X) : High School.
 - (b) **Higher Secondary Education** (Classes XI-XII): (i) This will include class XI or P. U. C. in some States (e.g., Rajasthan), (i) It will include junior colleges in Kerala, (iii) It will include Intermediate class in U.P. (iv) It will also include terms like pre-professional, pre-medical and pre-engineering.

Higher Education

- (i) **Professional Degrees:** All degrees which lead to a professional qualification (e.g., M.A., M.Sc., M.Com., B.E., M.B.B.S. B.T., LL.B., B.Sc Ag. etc).
- (ii) **General Degrees:** All degrees other than professional ones.
- (iii) **Under-graduate:** All courses leading to the first degree.
- (iv) **Post-graduate:** All courses beyond the first degree (excluding certain first degrees given after the first degree, e.g., B. Ed.)
- (v) **First Level of Education:** This will include pre-school and primary education

National Reconstruction and Education

Major Problems

The following are the major problem:

- (i) To produce more food-grains for solving the food problem in order to make the country self-dependent for food.
- (ii) To achieve social and political unity.
- (iii) To remove unemployment problem through economic progress,
- (iv) Provincialism, regionalism and religion should not be given any place in politics. The political standard should be raised.

Achievement of National Goals

- (i) Production should be increased in each field through education.
- (ii) The things of daily necessities, should be produced through education. Social and political unity should be achieved through education.

- (iii) Education should be modernized strengthening the roots of democracy.
- (iv) The nature of education should be such as to enable each individual to achieve all-round development of this personality along with his religions, moral and spiritual development.

Self Assessment

1. Fill in the blanks:
 - (i) Thewill advice government on national pattern of education and on the general Principles and politics for the development of education at all stages and in all aspects.
 - (ii) According to commission the..... Shouldl be given in any scheme of nationaldevelopment.
 - (iii)Which lead to a professional qualification? (e.g. M.A., M.Sc. M.Com etc.)
 - (iv) The commission was appointed on through a resolution of the government.
 - (v).....Have been appointed by commission.

Improvement of Teacher's Status

1. The economic conditions of teachers should be improved. The central government should fix up their grades and should give financial assistance to States.
2. Equal pay for equal work policy should be followed for teachers in all educational institutions.
3. The pay-scale of teachers should be rationalised within ten years.
4. The salaries of teachers of universities and affiliated colleges should be suitable raised corresponding to the nature of their work.

Teachers' Training

The Commission has criticised the existing pattern of teachers' training. It has recommended that the pattern should be modernised and its curriculum be made more practical. In order to remove the defects the Commission has suggested the following measures :

1. At the university level education should be made an independent branch of study and advanced research should be encouraged in it.
2. Extension service should be started in teachers' training institutions. The pupil-teachers should be sent in good schools for practice-teaching.
3. Well qualified and able teachers should be appointed in training colleges.
4. Teachers' education boards should be organised for determining the standard of teachers' training, curriculum and other related programmes.
5. Modern techniques should be adopted for evaluation in education.

Development of Education

The development of Education in the light of commission recommendations have been provided in the following heads:

- | | |
|--|--------------------------------------|
| (1) Development of Pre-Primary Education | (2) Development of Primary Education |
| (3) Development of Secondary Education | (4) Development of Higher Education. |

Equalisation of Education Opportunities

The equalisation of education opportunities have been given in following paragraphs :

- (i) **Education of Handicapped Children:** There should be at least one school in each district for the education of handicapped children.

- (ii) **Women Education:** Women Education should be given due importance. For expanding it Committees should be formed at the Centre and in the States. Special financial help should be provided for the purpose.
- (iii) **Education of Aborigines:** The Ashram System should be adopted for education for these people. Individual schools may also be established. Educated aborigines should be appointed as teachers. Residential facilities and stipends should be given to the children of aborigines.
- (iv) **Backward Classes:** The children of backward classes should be given maximum educational facilities.



Task

What should be educational system for aborigines?

Evaluation of Kothari Commission Recommendations

After independence members of commission and Committees were formed for the development of Education of the our country. It has given recommendation from pre-primary education to university education. Therefore it is a comprehensive commission of Education or National Education Commission. Even the National Policy of Education has elaborated the recommendations of Kothari Commission. The following are -the main comments on the commission recommendations:

- (i) A Unique Report—Mr. M.C. Chagla, the Union Education Minister submitted to centre.
- (ii) Bold and Pertinent—The Indian Express, July 1, 1966.
- (iii) A comprehensive, Critical and Constructive Review of the Education system prevailing in the country—The Hindustan Times, July 1, 1966.
- (iv) Bold, Categorical and Realistic—The Hindustan Standard, Calcutta, July 12, 1966.
- (v) Educationists and Teachers Welcome the Recommendations—The Hindu, July 1, 1966.
- (vi) Science Teachers Welcome Commission's Report-Indian Nation, 11th July, 1966.
- (vii) Teachers Welcome Education Commission's Report-The Patriot, July 13, 1966.
- (viii) Original and Significant Contribution-Deccan Chronicle, July 17, 1966.
- (ix) A great achievement in the old pursuit of clarifying the concept of a national system of education for the country—Naik and Nurullah : A Student's History of Education, 1974.

National Policy on Education Committee of Members of Parliament

A Committee of Members of Parliament on Education was constituted by the Government of India on April 5, 1967, with the following terms of reference:

- (x) to consider the report of the Education Commission;
- (xi) to prepare the draft of a statement on the National Policy on Education for the consideration of Government of India;and
- (xii) to identify the programme for immediate action.



Did u know?

The report of the members of Parliament was laid on the Table of the Lok Sabha on July 25, 1967.

Self Assessment

2. Multiple Choice Questions

Choose the correct option:

- (i).....should be adopted for evaluation in education.
 - (a) Modern techniques
 - (b) Small strategies
 - (c) Sharp teachings
 - (d) Developed recommendations
- (ii) The children ofshould be given maximum educational facilities.
 - (a) mentally retarded
 - (b) backward
 - (c) rich families
 - (d) None of these
- (iii) Within these 21 months the commission organised two conferences of students, in reviewed about..... person interested in the education in the country.
 - (a) 1000
 - (b) 2000
 - (c) 900
 - (d) 500
- (iv) The commission submitted its report to the government on
 - (a) July 2, 1960
 - (b) June 29, 1966
 - (c) 5 May, 1980
 - (d) 6 August, 1996

Resolution on National Policy

As a result of discussions on the recommendations of the Education Commission and the report of the Committee of Members of Parliament, a Resolution on National Policy on Education was formally issued by the Government of India on July 24, 1966 (Appendix II). The Resolutions enumerated some principles to guide the development of education in the years ahead. These are:

- (xiii) Emoluments and Education of Teachers
- (ii) Status, Free and compulsory Education
- (iii) Development of Language
- (iv) Equalisation of Education Opportunity
- (v) Identification of Talent

The Resolution on National Policy on Education Further Stated



When was a committee of members of parliament on education constituted?

"The reconstruction of education on these lines will need additional outlay. The aim should be gradually to increase the investment in education so as to reach a level of expenditure of six per cent of the national income as early as possible".

The national policy on education, 1968 has been accepted by the Government as guiding principle for all educational development in the country supplemented by the guidelines adopted in the Sixth plan document.

The programmes spelt out in the national policy on education are being implemented by the Central and the state governments with such modifications and adjustments as are warranted from time to time by the socio-economic conditions in the country. Most significant of these programmes are universalisation of elementary education and eradication of adult illiteracy. Both these from part of Centre's minimum needs programme as well as the Revised 20-Point Programme.

For the discharge of its specific responsibility, the Union Ministry of Education has been acting directly by itself and through its institutions like the University Grants Commission, National Council of Educational Research and Training, etc. The aims and objectives of these institutions

have been, by and large, to bring about improvement of standards of education and training at various levels or to promote specific areas of education like languages, production of books etc.

Notes

Contribution of the Report of the Education Commission (1964-66)

There is no exaggeration in the statement that there is no report of any educational commission and committee in India which has made such a valuable contribution to the role of education, its contents, development, expansion and planning etc. as the report of the Education Commission (1964-66). The present educational system in India, by and large, draws its inspiration from this report. The report, no doubt, has brought about radical changes in education in India. The National Policy of Education (1986) is based on it.

National Structure of Education-Proposed by Kothari Commission

The new educational structure will consist of:

1. *Duration.*
 - (a) One to three years of pre-school education.
 - (b) A primary stage of 7 to 8 years divided into a lower primary stage of 4 or 5 years and a higher primary stage of 3 or 2 years.
 - (c) A lower secondary stage of 3 to 2 years.
 - (d) A higher secondary stage of two years of general education or one to three years of vocational education.
 - (e) A higher education stage having a course of three years or more for the first degree and followed by a course for the second or research degree of varying durations.
2. *Admission Age.* Age of admission to class I ordinarily not to be less than 6.
3. *Public Examination.* First public examination to come at the end of first ten years of schooling.
4. *Diversification of Courses.* The system of streaming in school of general education to be made beyond class X
5. *Types of Secondary Schools.* Two types of secondary schools, high schools providing a ten-year course and higher secondary schools providing a course of 11 or 12 years.

Self Assessment

3. State whether the following statements are True or False:
 - (i) According to national structure of education age of admission to class I ordinarily not to be less than 6.
 - (ii) First public examination comes at the end of first 12 years of schooling.
 - (iii) The system of streaming in school of general education to be made beyond class X
 - (iv) The pay scale of teachers should be rationalised within 5 years.

Summary

- The Education Commission under the Chairmanship of Dr.D.S. Kothari, the then Chairman, University Grants Commission, began its task on October 2,1964.
- The Commission submitted its report to the government on June 29,1966. It was laid on the Table of the House on August 29, 1966.
- The Commission observed that mother-tongue had a pre-eminent claim as the medium of education at the school and college stages.
- The Commission further observed that the public demand for secondary and higher education had increased and would continue to increase in future.
- The Commission spent about hundred days in going round all the States and Selected Union Territories.

Keywords

- Commission: an official group of people who have been given responsibility
- Vocational : connected with the skills, knowledge, etc.
- Parliament: the group of people who are elected to make and change the laws of a country.
- Integration: the act or process of combining two or more things so that they work together.

Review Questions

1. What were the main features of the commissions report?
2. Write the aim of the commission.
3. Explain the curriculum recommended by the commission.
4. Discuss the equalisation of education opportunities.
5. Write the short note on “three language formula”.

Answers: Self Assessment

1. (i) Commission (ii) education
(iii) Professional Degrees (iv) July 14, 1964
(v) Seven working committees
2. (i) (a) (ii) (b) (iii) (c) (iv) (b)
3. (i) True (ii) False (iii) True (iv) False

Further Readings



1. Development of Education Systems : *Dash Bn, SC Shao, JC Aggarwal.*
2. Educational Regimes in Contemporary India : *Radhika Chopra, Patricia M Jeffery, Mel Ainscow.*
3. Development of Education System : *Briyathore Dayal, Khatia K., Daya Publications House.*

Unit 6: National Policy of Education, (1986)

Notes

CONTENTS

Objectives

Introduction

Main Features of National Policy on Education (1986)

Programme of Action (POA), 1986

Major Steps of National Policy of Education

National Policy on Education and Early Childhood Education and Care (ECCE)

Main Features of the National System of Education

Evaluation of the NPE

National Policy on Education and Reconstruction of Curriculum

National Curriculum for Elementary and Secondary Education (1988)

Summary

Keywords

Review Questions

Further Readings

Objectives

The objectives of this unit can be summarized as below:

- To discuss about the main features at the nations policy of education (1986).
- To describe about the programme of action (POA), 1986.
- To discuss about the major steps of national policy of education.
- To explain about the national policy on education and early childhood education and care (ECCE).
- To discuss about Main Features of the National System of Education
- To explain Evaluation of the NPE
- To discuss National Policy on Education and Reconstruction of Curriculum
- To explain Curriculum for Elementary and Secondary Education (1988)

Introduction

The Education Commission 1964-66 recommended that the Government of India should issue a statement on the National Policy on Education which should provide guidance to the State Governments and the local authorities in preparing and implementing educational plans. In 1967 the Government of India constituted a committee of Members of Parliament on Education to prepare the draft of a statement on the **National Policy of Education**. The Committee brought together, for the first time in recent history, leading members of almost all the political parties in the country and prepared a draft which was considered by the Central Advisory Board of Education. A general consensus on the national policy on education emerged in the course of the Board's deliberations. Thereafter the Government of India issued the Resolution on National Policy on Education in 1968.

Main Features of National Policy on Education (1986)

An outline of National Policy of Education has been divided into twelve parts : (1) Introductory (2) The Essence and Role of Education (3) National System of Education (4) Education for Equality (5) Reorganisation of Education at Different Stage (6) Technical and management Education.

Programme of Action (POA) 1986

The Parliament during the Budget Session in 1986 discussed and adopted the "National Policy of Education 1986". A promise was made at that time by the Minister of Human Resource Development that he would present in the Monsoon Session a Programme of Action for the implementation of the Policy. Immediately after the Budget Session, the ministry undertook an intensive exercise to prepare the promised Programme of Action.

This programme of Action is meant to provide an indication of the nature of actions which will be needed in order to implement the directions of the Policy. It provides a broad strategy within which detailed schemes will be subsequently drawn up; it will also facilitate the preparatory work which will be required before such schemes can be worked out fully and put into operational form. The detailed projects will be taken up for formulation by the various departments and agencies, in consultation with all concerned, once the strategy outlined in the Programme of Action has been examined and endorsed by the parliament. It is necessary to stress that what is presented here is not an inflexible structure but only a projection of directions with varying degrees of detail. A certain amount of flexibility is assumed which will help the implementing agencies in tailoring the programme of Action to suit their contexts and to make necessary modifications on the basis of experiences and emerging scenarios. Implementation of the programmes will be a cooperative effort between the Centre and the States with full involvement of the community and the teachers and a constant process of consultations is envisaged.



When and where did the central advisory board of education meet?

Major Steps of National Policy of Education

Major steps of policy are given below:

- (1) National System of Education.
- (2) Navodaya Schools.
- (3) De-linking degrees from jobs.
- (4) Performance and Accountability.
- (5) The management of education.
- (6) Indian Education service. (IES)
- (7) Raising resources.

De-linking Degrees From Jobs

A beginning will be made in de-linking degrees from jobs in selected areas. The proposal cannot be applied to occupation-specific courses like Engineering, Medicine, Law, Technical, *etc.*, Similarly, the services of specialists 'with academic qualifications in the humanities, social sciences, sciences, *etc.*, will continue to be required in various job positions.

De-linking will be applied in services for which a university degree need not be a necessary qualification. Its implementation will lead to a refashioning of job-specific courses and afford

greater justice to those candidates who, despite being equipped for a given job, are unable to get it because of an unnecessary preference for graduate candidates.

Self Assessment

1. Fill in the blanks:
 - (i) The in 1986 discussed and adopted the “National Policy of Education 1986” during the budget session.
 - (ii) is meant to provide an indication of the nature of actions which will be needed in order to implement the directions of the policy.
 - (iii)..... of the programme will be a co-operative effort between the centre.
 - (iv)..... will be applied in services for which a university degree need not be a necessary qualification.

National Policy on Education and Early Childhood Education and Care

Important Features and Programmes:

1. The NPE has used the term ECCE in place of pre-primary or nursery education. NPE lays stress on the holistic nature of child development, viz., nutrition, health and social, mental, physical, moral and emotional development and recommends that ECCE should be suitably integrated with the Integrated Child Development Services (ICDS) Programme, wherever possible.
2. The span under consideration in ECCE is from conception to about 6 years.
3. ICDS includes six services: supplementary nutrition, immunisation, health check up referral services, health education and non-formal pre-school education.
4. Day-care centres should be provided as a support service for universalisation of primary education to enable girls engaged in taking care of siblings to attend school and as a support service for working women belonging to poorer sections.
5. Programmes of ECCE should be child-oriented.
6. Programmes of ECCE should be focussed around play and the individuality of the child.
7. Formal methods and introduction of the 3 R's should be discouraged at this stage.
8. The local community should be fully involved in ECCE programmes.
9. A full integration of child care and pre-primary education should be brought about, both as a feeder and strengthening for primary education and human resource development.

Main Features of the National System of Education

The National Policy on Education, 1986 has envisaged^ the following main features of the National System of Education:

1. ***Philosophical and Sociological Foundations Based on Constitutional Principles:*** The National System of Education derives its inspiration from the ideals and values of democracy, secularism and socialism.
2. ***Universal Access to Education:*** The National System of Education implies that up to a given level, all students, irrespective of caste, creed, location or sex, have access to education of a comparable quality. To achieve this, the Government will initiate appropriately funded programmes. Effective measures will be taken in the direction of the Common School System recommended in the 1968 Policy.
3. ***Common Educational Structure:*** The National System of Education envisages a common educational structure. The 10+2+3 structure has now been accepted in all parts of the

Note

country. Regarding the further break-up of the first 10 years efforts will be made to move towards an elementary system comprising 5 years of primary education and 3 years of upper primary, followed by 2 years of High School.

4. **National Curricular Framework with a Common Core:** The National System of Education will be based on a national curricular framework which contains a common core along with other components that are flexible. The common core will include the history of India's freedom movement, the constitutional obligations and other content essential to nurture national identity. These elements cut across subject areas and will be designed to promote values such as India's common cultural heritage, egalitarianism, democracy and secularism, equality of the sexes, protection of the environment, removal of social barriers, observance of the small family norm and inculcation of the scientific temper. All educational programmes will be carried on in strict conformity with secular values.
5. **Education for International Understanding:** India has always worked for peace and understanding between nations, treating the whole world as one family. True to this hoary tradition, education has to strengthen this world view and motivate the younger generations for international cooperation and peaceful coexistence. This aspect cannot be neglected.
6. **Equality of Opportunity of Education:** To promote equality, it will be necessary to provide for equal opportunity to all not only in access, but also in the conditions for success. Besides, awareness of the inherent equality of all will be created through the core curriculum. The purpose is to remove prejudices and complexes transmitted through the social environment and the accident of birth.
7. **Determination of Minimum Levels of Learning:** Minimum levels of learning will be laid down for each stage of education. Steps will also be taken to foster among students an understanding of the diverse cultural and social systems of the people living in different parts of the country.
8. **Promotion of State Languages:** Besides the promotion of the link language, programmes will also be launched to increase substantially the translation of books from one language to another and to publish multi-lingual dictionaries and glossaries. The young will be encouraged to undertake the rediscovery of India, each in his own image and perception.
9. **Universal Character of Higher Education:** In higher education in general, and technical education in particular, steps will be taken to facilitate interregional mobility by providing equal access to every Indian of requisite merit, regardless of his origins. The universal character of universities and other institutions of higher education is to be underscored.
10. **Network Arrangement of Pooling of Resources:** In the areas of research and development, and education in science and technology, special measures will be taken to establish network arrangement between different institutions in the country to pool their resources and participate in project of national importance.
11. **Priorities of Educational Reforms:** The nation as a whole will assume the responsibility of providing resource support for implementing programmes of educational transformation, reducing disparities, universalisation of elementary education, adult literacy, scientific and technological research, etc.
12. **Extensive facilities for Open and Distance Learning:** Life-long education is a cherished goal of the educational process. This presupposes universal literacy. Opportunities will be provided to youth, housewives, agricultural and industrial workers and professionals to continue the education of their choice at the pace suited to them. The future thrust will be in the direction of open and distance learning.
13. **Strengthening of National Institutions:** It is proposed to strengthen national institutions like the University Grants Commission, NCERT, NIEPA, All India Council of Technical Education, Indian Council of Educational Research, the Indian Medical Council, etc.

14. **Meaningful Partnership:** The Centre and States will make their partnership in the field of education meaningful.
15. **Expenditure on Education:** Efforts to be made to spend 6% of GNP on education.
16. **Education for All:** Attempts to be made to provide elementary education and adult education to all.

Evaluation of the NPE

The most important significant aspect of the NPE is that for the first time in the history of India, an education policy was formulated at the initiative of a Prime Minister.

The second aspect is that a nation-wide debate was held on different aspects of education before the NPE came into being.

The third aspect is that it was discussed in the Parliament.

Lastly, a Programme of Action was chalked out its implementation.

Merits of the NPE

Among the most important merits, following may be mentioned:

1. **National System of Education:** The NPE proposed a national system of education to provide access to education of a comparable quality to all students, to have a common educational structure with national curricular framework containing a common core.
2. **Improvement in Primary Education:** The NPE very rightly laid stress on the qualitative improvement of elementary education.
3. **Pace Setting Schools:** Setting up of Navodaya Vidyalayas is a great landmark in the history of education in India.
4. **Vocational Targets:** The policy fixed somewhat realistic targets of covering 10 per cent of higher secondary students by 1990 and 25 per cent by 1995 in vocational courses.
5. **Delinking Degrees from Jobs:** Beginning to be made in delinking degrees from jobs in selected areas.
6. **Performance and Accountability:** Stress was laid on performance and accountability at all levels.
7. **Decentralisation of the Management of Education:** The policy very aptly called for evolving a strategy of decentralisation and the creation of a spirit of autonomy for educational institutions.
8. **Indian Education Service:** It envisaged that the Constitution of the Indian education Service would bring about a national perspective in education.
9. **National Testing Service:** This is likely to be helpful in determining suitability of candidates for specified jobs and to pave the way for the emergence of norms of comparable competence across the nation.
10. **Raising Resources:** The policy has suggested appropriate methods of financing education. These are:
 - (i) Beneficiary communities to maintain school buildings and supplies of some Consumables;
 - (ii) Raising fees at the higher levels of education;
 - (iii) Levying a cess or charge on users of research and development agencies;
 - (iv) Affecting savings by the efficient use of facilities.

Missing Links and Limitations of the New Policy

1. **Financial Aspects not Worked Out:** It is very unfortunate that financial implications have not been worked out. Targets in different areas have not been fixed. Any workable document must be backed by financial resources otherwise it will remain a 'paper' document.
2. **No Reference to Basic system of Education:** There is no reference to the Basic System of Education at the School Stage.

3. **Working Hours in Schools:** For making the optimum use of human resources, increased working hours in educational institutions should have been recommended.
4. **Too Much Expectation from Community Help:** There is very little hope of obtaining Community funds for educational purposes as there has developed a strong tendency on the part of the rich members of the community to contribute to political parties due to obvious reasons.
5. **Neighbourhood School Concept Ignored:** The neighbourhood school concept advocated by the Kothari Commission for eliminating the segregation that now takes place between the schools for the poor and the under-privileged classes and those for the rich and the privileged, has been completely ignored.
6. **Silent on the Existence of Public Schools:** The NPE has evaded the issue of the 'Commercialisation' of education by most of the public schools in the country.
7. **No Check on the Working of Minority Schools:** The Policy does not propose any checks to prevent the management of the public of the public schools from exploiting the staff working there.
8. **Multiplication of Institutions:** Setting up State Advisory Boards of Education, District Institutes of Education and Training and District Boards of Education is not likely to serve any useful purpose.

Self Assessment

2. State whether the following statements are 'True' or 'False':
 - (i) The BNPE has used the term ECCE in place of pre-primary or nursery education.
 - (ii) The span under consideration in ECCE is from conception to about 5 years.
 - (iii) The local community should be fully involved in ECCE programmes.
 - (iv) The most important significant aspect of the NPE is that for the second time in the history of India, an education policy was formulated at the initiative of a prime minister.
 - (v) NPE proposed a national system of education to provide access to education of a comparable quality to all students.

National Policy on Education and Reconstruction of Curriculum

Importance of Curriculum. Curriculum is one of the most important elements of education through which it can bring about the 'fine synthesis between change-oriented technologies and the country's continuity of cultural traditions', as observed by the NPE. Curriculum contains subject-matter of various disciplines and activities. It fulfills the tasks set. The NPE provided the directions and the Programme of Action (1986) formulated for their implementation worked out the details of the curriculum.

Special Features of the Curriculum

1. **Common Core Curriculum:** The National System of Education will be based on a national curricular framework which contains a common core along with other components that are flexible. The common core will include the history of India's freedom movement, the constitutional obligations and other content essential to nurture national identity. These elements will cut across subject areas and will be designed to promote values such as India's common cultural heritage, egalitarianism, democracy and secularism, equality of the sexes, protection of the environment, removal of social barriers, observance of the small family norm and inculcation of the scientific temper. All educational programmes will be carried on in strict conformity with secular values.
2. **Minimum Levels of Learning:** Minimum levels of learning will be laid down for each stage of education. Steps will also be taken to foster among students an understanding of the diverse cultural and social systems of the people living in different parts of the country.

3. **The Cultural Perspective:** The existing schism between the formal system of education and the country's rich and varied cultural traditions need to be bridged. The preoccupation with modern technologies cannot be allowed to sever new generations from the roots in India's history and culture. De-culturisation, dehumanisation and alienation must be avoided at all costs. Education can and must bring about the fine synthesis between change-oriented technologies and the country's continuity of cultural traditions.

The curricula and processes of education will be enriched by cultural content in as many manifestations as possible. Children will be enabled to develop sensitivity to beauty, harmony and refinement.

4. **Value Education:** The growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustments in the curriculum in order to make education a forceful tool for the cultivation of social and moral values.

In our culturally plural society education should foster universal and eternal values, oriented towards the unity and integration of our people. Such education should help eliminate obscurantism, religious fanaticism, violence, superstition and fatalism.

5. **Languages:** The Education Policy of 1968 had examined the question of the development of languages in great details; its essential provisions can hardly be improved upon and are as relevant today as before. The implementation of this part of the 1968 Policy has, however, been uneven. The Policy will be implemented more energetically and purposefully.

6. **Media and Educational Technology:** Modern communication technologies have the potential to bypass several stages and sequences in the process of development encountered in early decades. Both the constraints of time and distance at once become manageable. In order to avoid structural dualism, modern educational technology must reach out to the most distant areas and the most deprived sections of beneficiaries simultaneously with the areas of comparative affluence and ready availability.

The media has profound influence on the mind of children as well as adults; some of it has encouraged consumerism, violence etc., and thus had a deleterious effect. Radio and TV programmes which clearly militate against proper educational objectives will be prevented. Steps will be taken to discourage such trend in the films and other media also. An active movement will be started to promote the production of children's films of high quality and usefulness.

7. **Work Experience:** Work experience, viewed as purposive and meaningful manual work, organised as an integral part of the learning process and resulting in either goods or services useful to the community, is considered as an essential component at all stages of education, to be provided through well-structured and graded programmes. It would comprise activities in accordance with the interests, abilities and needs of students, the level of skills and knowledge to be upgraded with the stages of education. The experience would be helpful on entry into the workforce. Pre-vocational programmes provided at the lower secondary stage will also facilitate the choice of the vocational courses at the higher secondary stage.

8. **Education and Environment:** There is a paramount need to create a consciousness of the environment. It must permeate all ages and all sections of society, beginning with the child. Environmental consciousness should inform teaching in schools and colleges. This aspect will be integrated in the entire educational process.

9. **Teaching of Mathematics:** Mathematics should be visualised as the vehicle to train a child to think, reason, analyse and to articulate logically. Apart from being a specific subject, it should be treated as a concomitant to any subject involving analysis and reasoning.

With the recent introduction of computers in schools, educational computing and the emergence of learning through the understanding of cause-effect relationships and the interplay of variables, the teaching of mathematics will be suitably redesigned to bring it in line with modern technological devices.

10. **Science Education:** Science education will be strengthened so as to develop in the child well defined abilities and values such as the spirit of inquiry, creativity, objectivity, the courage to question, and an aesthetic sensibility.

Science education programmes will be designed to enable the learner to acquire problem solving and decision making skills and to discover the relationship of science with health, agriculture, industry and other aspects of daily life. Every effort will be made to extend science education to the vast numbers who have remained outside the facility of formal education.

11. **Sports and Physical Education:** Sports and physical education are an integral part of the learning process, and will be included in the evaluation of performance. A nation-wide infrastructure for physical education, sports and games will be built into the educational edifice.

The infrastructure will consist of playfields, equipment, coaches and teachers of physical education as part of the School Improvement Programme. Available open spaces in urban areas will be reserved for playgrounds, if necessary by legislation. Efforts will be made to establish sports institutions and hostel where specialised attention will be given to sports activities and sports-related studies along with normal education. Appropriate encouragement will be given to those talented in sports and games. Due stress will be laid on indigenous traditional games. As a system which promotes an integrated development of body and mind, Yoga will receive special attention. Efforts will be made to introduce Yoga in all schools; to this end, it will be introduced in teacher training courses.

12. **Education for International Understanding:** India has always worked for peace and understanding between nations, and treating the whole world as one family. True to this hoary tradition, education has to strengthen this world view and motivate the younger generations for international cooperation and peaceful co-existence. This aspect cannot be neglected.

13. *Curriculum at Different Stages of School Education*

- (i) **Curriculum at pre-elementary stage:** Recognising the holistic nature of child development, viz., nutrition, health and social, mental, physical, moral and emotional development, Early Childhood Care and Education (ECCE) will receive high priority and be suitably integrated wherever possible. Day-care centres will be provided as a support service for universalisation of primary education, to enable girls engaged in taking care of siblings to attend school and as a support service for working women belonging to poorer sections.

Programme of ECCE will be child-oriented, focused around play, and the individuality of the child. Formal methods and the introduction of the 3R's will be discouraged at this stage. The local community will be fully involved in these programmes.

A full integration of child care and pre-primary education will be brought about, both as a feeder and a strengthening factor for primary education and for human resource development in general. In continuation of this stage, the School Health Programme will be strengthened.

- (ii) **Curriculum at the Elementary Stage: Child-centred Approach.** A warm welcoming and encouraging approach, in which all concerned share a solicitude for the needs of the child, is the best motivation for the child to attend school and learn. A child-centred and activity-based process of learning should be adopted at the primary stage. First generation learners should be allowed to set their own pace and be given supplementary remedial instruction.
- (iii) **Curriculum at the Secondary Stage:** Secondary education begins to expose students to differentiated roles of science, the humanities and social sciences. This is also an appropriate stage to provide children with a sense of history and national perspective and give them opportunities to understand their constitutional duties and rights as

Citizens. Conscious internalisation of a healthy work ethos and of the values of a humane and composite culture will be brought about through appropriately formulated curricula. Vocationalisation through specialised institutions or through the refashioning of secondary education can, at this stage, provide valuable manpower for economic growth.

Notes

National Curriculum for Elementary and Secondary Education(1988)

For carrying out the directives in the policy, the National Council of Educational Research Training, New Delhi, prepared a National Curriculum for Elementary and Secondary Education. It included the emerging curricular concerns and imperatives based on socio-cultural, political and economic considerations.

Revised Curriculum 2000

The NCERT revised the curriculum in 2000. Three pillars of the revised policy are: 1. 'Relevance', 2. 'Equity' and 3. 'Excellence'. It is based on the following objectives which by and large are the same as contained in NPE 1986 and as modified in 1992.

1. Developing a cohesive society.
2. Strengthening national unity.
3. Preserving cultural heritage and improving the indigenous knowledge.
4. Highlighting India's contribution to mankind.
5. Responding to the challenge of globalisation.
6. Meeting the challenges of information and communication technologies.
7. Linking education with life skills.
8. Developing values.
9. Relating education to the 'World of work'.

Criticism of the Scheme

The critics point out the following demerits:

1. Admission tests do not take into consideration rural background.
2. On account of special coaching facilities, children of middle class income group are able to get admission in large numbers at the cost of lower income group.
3. By opening these schools, the government has discarded the Common School System. Another category of public schools has emerged.
4. These schools put a heavy burden on the State. This money should be spent in providing elementary universal education.

Self Assessment

3. Multiple Choice Questions :

Choose the correct option

- (i) The structure has now been accepted in all parts of the country.
(a) 10+1+3 (b) 10+2+3 (c) 10+1+2 (d) 10+0+2
- (ii) Elementary system comprising years of primary education and 3 years of upper primary.
(a) 5 (b) 8 (c) 10 (d) 12
- (iii) Teaching should be visualised as the vehicle to train a child to think, reason, Analyse and to articulate logically.
(a) Hindi (b) English (c) Mathematics (d) Social Science

Summary

- The Education Commission 1964-66 recommended that the Government of India should issue a statement on the National Policy on Education which should provide guidance to the State Governments and the local authorities in preparing and implementing educational plans.
- The Ministry of Human Resource Development brought out a revised document 'National Policy on Education 1986-A Presentation'. This paper was discussed at the meetings of the State Ministers of Education, the National Development Council and the Central Advisory Board of Education. It was revised in the light of these discussions and the, 'Draft National Policy on Education 1986' was finally laid on the table of Parliament in the first week of May, 1986.
The National Policy on Education was adopted by the Lok Sabha on May 8, 1986 and the Rajya Sabha on May 13, 1986.
- Our ancient scriptures define education as that which liberates *i.e.*, provides the instruments for liberation from ignorance and oppression.

Keywords

- Draft : a rough written version of something that is not yet its final form.
- Perspective : a particular attitude towards somethings.
- Access : a way of entering or reaching a place.

Review Questions

1. What are the main features of nation policy on education, 1986?
2. Write the short notes on "Education for Women's equality."
3. Briefly explain about the vocationalization of education.
4. Describe about the program of Action 1986.
5. What are the major steps of national policy of education?
6. Write the concept of Jawahar Navodaya Vidyalaya.
7. Write the merits of National policy on education, 1986.

Answer: Self Assessment

1. (i) 1967, the national policy of education (ii) education
(iii) deprived (iv) provision, primary (v) 50
2. (i) True (ii) False (iii) False (iv) True
3. (i) (a) (ii) (a) (iii) (b)

Further Readings



1. Development of Education Systems : *Dash Bn, SC Shao, Khatia K.*
2. Developing Equitable Education Systems : *Radhika Chopra, Patricia M Jeffery, Mel Ainscow.*

Unit 7: Programme of Action, (1992)

Notes

CONTENTS

Objectives

Introduction

Rammurti Review Committee (1990)

Janardan Reddy Revision Committee (1992)

Modified POA, 1992

Yashpal Committee 1992-93

Summary

Keywords

Review Questions

Further Readings

Objective

The objectives of this unit can be summarized as below :

- to discuss about the Rammurti review Committee (1990)
- to explain about the Janardan Reddy revision Committee (1992)
- to describe about the modified programme of Action, 1992
- to discuss about the Yashpal Committee, 1992-93.

Introduction

The Parliament during the Budget Session in 1986 discussed and adopted the "National Policy on Education 1986". A promise was made at that time by the Minister of Human Resource Development that he would present in the Monsoon Session a Programme of Action for the implementation of the policy. Immediately after the Budget Session, the Ministry undertook an intensive exercise to prepare the promised Programme of Action.

Rammurti Review Committee (1990)

On the 7th May 1990 the Government of India announced the appointment of a committee to review the National Policy on Education (NPE) 1986 under the Chairmanship of Acharya Rammurti.

The committee issued a Perspective Paper on Education in September 1990 and wanted responses to this paper to be sent before October 10, 1990. The paper starts with Chairman's Appeal indicating three basic concerns for reviewing the Policy. These are (1) The right to work which is proposed to be enshrined in the constitution (2) The Unity and integrity of the nation that are seriously threatened and (3) The impoverishment of the inner men in India.

The language constitute the Fifth Modality and mother-tongue is to be given due position. Education for Woman's Equality has been discussed in the Sixth Modality and Removal of Regional Disparities in the Seventh one. The Eight Modality consists of Decentralized School Management and the Ninth one focuses on Resources in dicating strategies for augmenting resources for education and distribution of the same.

The perspective paper was released in a Press Conference by Acharya Rammurti on September 7, 1990.



In the press Conference Acharyaji highlighted the salient features of the paper which were reported in various newspapers on 8th September 1990.

Janardan Reddy Revision Committee (1992)

(The Revision Committee for NPE 1986)

In July 1991 Central Advisory Board of Education appointed a Committee on National Policy of Education under the Chairmanship of Janardan Reddy, the then Chief Minister of Andhra Pradesh. Six other Education Ministers belonging to major political parties and eight educationists were the members of the Committee. The Committee reviewed the NPE 1986 taking into consideration the report of Acharya Rammurti Committee known as National Policy on Education Review Committee (NPERC) and other relevant developments since 1986.

The Janardan Reddy Committee submitted its report in January 1992. The Report of the Committee is an important document. The committee reiterated the recommendations made in NPE 1986 and came to the conclusion that very little change was required in National Policy on Education 1986 and hence policy need not be reformulated. If we have a look in the Modified National Policy on Education issued by MHRD in 1992, we notice almost the same paras and articles with a very little change here and there.

Self Assessment

1. Fill in the blanks :

- (i) Central advisory board of educations appointed a committee on national policy of education under the chairmanship of.....
- (ii) On the..... the Government of India announced the appointment of a committee to review the national policy on educations.
- (iii) Rammurti Review Committee (1990) issued a paper on education starts with chairman's appeal indicating.....for reviewing the National policy of education.
- (iv) Education for has been discussed in the sixth modelity of perspective paper issued by review committee.
- (v) The Nanardan Reddy Committee submitted its report in January.....

Modified POA, 1992

As discussed in the previous page POA 1986 was revised and modified to a great extent keeping the spirit of National Policy of Education 1992. The following is the main theme of PoA 1992.

Education of SC, ST, and OBC

1. Analysis of present situation.
2. Access and Enrolment are highlighted, universal access is to be ensured.
3. Adequate incentives for SC/ST and OBC children.
4. All schools, NFE centres and pre-schools centres in SC/ST habitations to be equipped with facilities.
5. Operation Blackboard to cover all schools in tribal areas and Harijan Bastis.

Elementary Education

1. Non-formal education has become an accepted alternative channel.
2. NCERT revised school syllabi and brought out revised text books for classes I to XII.

3. Guidelines for micro-planning have been given.
4. Total literacy campaign has been advocated.

Secondary Education

1. Common education structure 10(5+3+2) +2.
2. 10+2+3 structure has been suggested.
3. National curricular framework has been chalked out.
4. Planned expansion of secondary education facilities. Higher-participation of girls, SC and STs to be ensured.
5. Widening access to secondary education.

Early Childhood Care and Education

The Present Situation: Realising the crucial importance of rapid physical and mental growth during early childhood, Government started a number of programmes of early childhood care and education (ECCE). Declaration of a National Policy for Children (1974) shows the commitment of Government for the development of children. The existing ECCE programmes include:

- (i) Integrated Child Development Services (ICDS);
- (ii) Scheme of assistance to voluntary organisations for conducting early childhood education centres (ECE);
- (iii) Balwadis and day-care centres run by voluntary agencies with Government's assistance;
- (iv) Pre-primary schools run by the State Governments, Municipal Corporations and other agencies;
- (v) Maternal and child health services through primary health centres and sub-centres and other agencies.



Did u know? It needs to be fully integrated with the Universal immunisation programme started with effect from 19th November, 1985.

Targets and Phasing

The emphasis in short term would be on upgradation, expansion and strengthening of the existing programmes. Efforts will also be made to extend these programmes to areas and target groups unserved by them so far. The programme of action in this behalf will consist of development of the following modular packages:

(a) Integrated Child Development Services:

Preschool education component needs to be strengthened in ICDS- For this following steps will be taken:

- (i) Each Anganwadi Workers' Training Centre should be given the responsibility of running at least 25 anganwadi centres so as to provide the trainees with adequate field practice areas.
- (ii) The trainees should be placed for a minimum of one month in the anganwadis for practical training.
- (iii) Instructional materials for use of trainers and the trainees should be developed.



Caution

A beginning will be made in ICDS by developing a small percentage of Anganwadis as day care centres and effort will be made to coordinate the timings of ICDS anganwadis with the primary schools.

Notes

(b) ECE Centres (Department of-Education):

The ECE scheme as it stands, does not have components of health and nutrition, neither does it have any provision for the training of teachers. The following measures will, therefore, be taken with immediate effect:

- (i) Adding health and nutrition components;
- (ii) Provision for training the personnel;
- (iii) Supply of educational materials for children;
- (iv) Using play way method and discouraging teaching of 3 R's;
- (v) System of monitoring to be developed and linked with the renewal of grants.

(c) Balwadis Run by Voluntary Agencies:

There are varieties of patterns in the Balwadis. Each scheme has its own history and background. All programmes of child development implemented through voluntary agencies will have an integrated approach, offering a comprehensive package and avoiding duplication. Where this does not happen, the existing activities will be merged in some comprehensive and integrated programme. Most of the programmes run by voluntary agencies do not have all the components of health, nutrition and education. They need to be converted into total child development centres.

Media support is essential for conveying to the parents and community the messages of ECCE. It is also necessary for the training of personnel in ECCE. Side by side with the development of meaningful programmes for the adults, attention should be paid to the development of stimulating programmes for children. Concerted efforts will be made by all concerned organisations such as Doordarshan, AIR, NCERT, NIPCCD and other related organisations in developing the software in all major regional languages.



Task

Write the full form of ECCE.

Secondary Education and Navodaya Vidyalayas Present Situation

There were 56323 secondary/higher secondary schools and 1,23,000 upper primary schools in 1983. This would give a ratio of 1:2.5. The enrolment at secondary level was 97,45,519 and at higher secondary level 51,01,435 in 1983. There are unserved areas in the country where, there is no school for 10 to 20 kms like in some tribal areas, desert or hilly areas where the low density of population does not allow enough children to be enrolled. An area may also be unserved though near a school if a physical barrier like river or mountain separates it.

Programmes & Implementation: As a short term measure the State Governments would be persuaded to open secondary schools in unserved areas taking blocks as a unit having a lower ratio than 1:2.5 duly considering the present distance of habitation from the nearest secondary school and population in the unserved habitations. As a medium and long term measure a programme of school mapping in each state for locating schools to cover all areas will be taken up. The technique of school mapping will be followed both for planning and implementation for location of secondary schools on the basis of clearly defined norms and standards. Special emphasis will be laid in this study on backward areas, areas predominantly inhabited by SC/ST and schooling facilities for girls.



Notes

These resource centres should be located in or linked to the selected secondary teacher training institutions or the district institutes of education.

Vocationalisation of Education Present Position

In 1976, the National Council of Educational Research and Training (NCERT) document "Higher Secondary Education and its Vocationalisation" was presented to the country setting out a model conceptual framework for implementation. The programme for vocationalisation of higher secondary education was initiated in 1976. Since then it has been implemented in 10 States and 5 Union Territories. A number of other States are likely to introduce vocationalisation in the academic year 1986-87. The current intake in the vocational stream is of the order of 72,000. Only about 2.5% of students population entering higher secondary stage is covered by vocationalisation so far.

Being aware of the importance and need for diversification of secondary education - its vocationalisation, the Ministry of Human Resource Development, Govt. of India and NCERT have initiated many actions and made many proposals. Evaluation studies of vocational programmes in most of the states were conducted to provide the findings to the states for improving implementation.

In spite of all these efforts, the scheme of vocationalisation of education has not yet picked up. There have been many factors responsible for the slow progress, such as, absence of a well coordinated management system, unemployability of vocational pass outs, mismatch between demand and supply, reluctance in accepting the concept by the society, absence of proper provisions for professional growth and career advancement for the vocational pass outs etc. Renewed efforts are being made in many states to accelerate progress. Urgent steps to strengthen the vocational education system are therefore imperative.

Higher Education

The Present Situation: We have a large system of higher education. But the developments in this field have been extremely uneven. The facilities provided in Universities and Colleges vary widely. Research in the Universities is cost effective, but large inputs have gone to laboratories outside the Universities. The courses offered by the universities have not been reorganised to meet the demands of the times. Their relevance and utility are constantly questioned. The credibility of the evaluation system is being eroded.

The University system should be enabled to move centre-stage. It should have the freedom and responsibility to innovate in teaching and research. The emphasis on autonomy of colleges and departments, provision of means to interact across boundaries of institutions and funding agencies, better infrastructure, more rationalised funding for research, integration of teaching, search and evaluation, all these reflect this major concern.

The Policy, Programmes and Strategies for Implementation

The National Policy on Education visualises that higher education should become dynamic as never before. The main features of the programmes and strategies to impart the necessary dynamism to the higher education system will consist of the following:

- (vi) Consolidation and Expansion of Institutions
- (vii) Development of Autonomous Colleges and Departments.
- (viii) Redesigning Courses
- (ix) Training of Teachers
- (x) Strengthening Research

The Indira Gandhi National Open University will run special programmes to promote self-learning among teachers. The recommendations of the Committee on revision of pay scales of teachers in universities and colleges will be examined for implementation. Teachers will be recruited on the basis of a common qualifying test the details of which will be formulated by the UGC. Methodologies will be developed for evaluation of teacher performance through self-appraisal, through peer groups, and also by students. Career advancement of teachers will be linked with professional development and performance appraisal.



Did u know?

The Management structures of universities will be remodeled to provide opportunities for greater participation of teachers at all levels in academic administration.

Open University and Distance Education

The Open University System augments opportunities for higher education, ensures access, is cost-effective and promotes a flexible and innovative system of education.

The Indira Gandhi National Open University has been established with these objectives and came into existence in September, 1985. The University has been assigned the responsibility to coordinate the distance learning system in the country and determine its standards. In order to develop and strengthen the Open University System:

- (1) To strengthen the delivery system of the Open University and the media support to its programmes, discussions will be held with the Ministry of Information and Broadcasting for provision of separate Radio and T.V. channels.
- (2) In the discharge of its responsibility to coordinate the distance learning system and determine its standards, the National Open University will frame necessary statutes for the guidance/compliance of the State Governments who either wish to establish their own open universities or want to take advantage of the facilities offered by the National Open University.
- (3) Arrangements will be made to develop a network of courses in the Open University System. This would mean that a student joining one Open University can take courses from another Open University. The system will, therefore, offer a wide variety of academic programmes.
- (4) It is essential that the quality of the Open University programmes and the efficiency of the delivery system are ensured. Since adequate expertise and trained manpower in this area are limited, it will be necessary that the Open Universities to be established develop their programmes in close collaboration with the Indira Gandhi National Open University.
- (5) State Governments will ensure that Open Universities are established after very careful planning and that the required resources and facilities are available to them.



Caution

The National Open University will also give financial assistance to the State Open Universities and departments of correspondence courses for development purposes.

Under extension, it is proposed to encourage educational institutions to take up Programmes which directly benefit the community and bring about the empowerment of women.

These would include actual implementation of development programmes directly aimed at women's empowerment such as adult education, awareness building, legal literacy, informational and training support for socioeconomic programmes of women's development, media, etc.



Task

write the short notes on distance education.

Priorities and Machinery for Implementation: The following areas identified for implementation of the National Policy on Education will deserve priority attention:

- (a) making the system work;
- (b) decentralisation of management and establishment of District Boards of Education, District Institutes of Education and Training (DIET), provision of autonomy and establishing accountability of institutions, systems and teachers;
- (c) working out the details, mechanics, funding arrangements for the National System of Education;
- (d) manpower planning and Demand Forecasting;
- (e) media and Educational Technology with special reference to Adult Education, Nonformal Education, Open and Continuing Education;
- (f) development and periodic review of curricula and teaching-learning processes;
- (g) strengthening the data base; monitoring and evaluation system.

The CABE may consider looking into details of implementation of National Policy on Education in the above mentioned areas through appropriate committees.

It was recognised that the main areas of central responsibility in respect of the management functions include determination of national priorities, evolving strategies through the participation of concerned agencies, laying down guidelines for formulation of programmes and schemes, providing continuous technical back-up and resource support, undertaking monitoring and evaluation and creating conditions for the maintenance of quality and efficiency.

Self Assessment

2. Multiple choice questions:

choose the correct option.

- (i) Under early childhood care and education each Anganwadi workers training centre should be given the responsibility of running at least Anganwadi centres
So as to provide the trainees with adequate field areas.
(a) 20 (b) 25 (c) 15 (d) 35
- (ii) According to modified, POA 1992 the secondary education structure should be.....
.
(a) 10+2+3 (b) 10+1+2 (c) 10+3+1 (d) 10+1+4
- (iii) In 1976,document “Higher Secondary Education and its vocationalisation
Was presented to the country.
(a) SEERT (b) ECCE (c) NCERT (d) NPE
- (iv) Teacher are to be recruited on the basis of a common qualifying test the details are to be formulated by-
(a) NCERT (b) ECCE (c) UGC (d) NCC

Yashpal Committee 1992-93

(Revision and Modification for POA)

Revised POA 1992 considering the load of school bag observed, “The tendency on the part of some schools, particularly in urban areas, to recommend a large number of books, has contributed to over-burdening of students.” This matter was raised by M.P.s like Mr. RK. Narayan in and outside Parliament, in press and media. Consequently a Committee known as National advisory Committee was set up by ministry of HRD in March 1992 under the Chairmanship of Professor Yashpal, former chairman of UGC. The Committee had to advise on the ways and means to reduce the burden of the school child. The committee submitted its report on July 15, 1993.

In order to examine the feasibility of implementing the recommendations of Yashpal Committee the Ministry of HRD formed a group under the Chairmanship of Y.N. Chaturvedi, Additional Secretary, Department of Education, Government of India.

Notes

The terms of reference of NAC were “to advise on the ways and means to reduce the load on school students at all levels, particularly the young students, while improving quality of learning including the young students, while improving quality of learning including capability for lifelong, self-learning and skill formulation.”

the Committee made certain valuable observations and recommendations. Let us have a look on the main recommendations of Yashpal committee.

1. Individual competitions and awards are to be discouraged and group activities/group achievements are to be encouraged and rewarded.
2. (a) De-centralisation of the process of curriculum framing and preparation of textbooks to district-level boards and greater involvement of teachers in the related activities.
(b) Voluntary organisation is to be provided greater freedom and support for development of curriculum, textbooks and teacher training.
(c) Setting up of Education committees at Village, Block and District levels to undertake planning and supervision of schools.
(d) Placing contingency amount (not less than 10% of salary bill) at the disposal of heads of schools for purchase, repair and replacement of pedagogical equipment.
3. Association of scientists/experts with the preparation of textbooks at consultants and not as writers.
4. CBSE affiliation should be restricted to KVs and NVs only.
5. Adoption of appropriate legislative/administrative measures to regulate opening and functioning of pre-schools.
 - Abolition of test-interviews for admission.
 - Norms for granting recognition to private schools should be made more stringent.

Self Assessment:

3. State whether the following statements are 'True' or 'False' :
 - (i) Revised POA, 1992 does not mention the load of school bag on children.
 - (ii) The Yashpal Committee had to advise on the ways and means to reduce the burden of the school child.
 - (iii) The national advisory committee was set up by ministry of HRD in March 1992.
 - (iv) According to Yashpal Committee CBSE affiliation should not be restricted to Kendriya Vidyalayas.

Summary

- The Parliament during the Budget Session in 1986 discussed and adopted the "National Policy on Education 1986".
- This Programme of Action is meant to provide an indication of the nature of actions which will be needed in order to implement the directions of the Policy.
- The Task Forces had indicated in their reports broad financial implications. However, they need close scrutiny in consultation with all-concerned, including the Planning Commission and the Ministry of Finance.
- On the 7th May 1990 the Government of India announced the appointment of a committee to review the National Policy on Education (NPE) 1986 under the Chairmanship of Acharya Rammurti.
- The perspective paper is divided into nine modalities.
- In July 1991 Central Advisory Board of Education appointed a Committee on National Policy of Education under the Chairmanship of Janardan Reddy, the then Chief Minister of Andhra Pradesh.

- The Janardan Reddy Committee submitted its report in January 1992. The Report of the Committee is an important document.
- As discussed in the previous page POA 1986 was revised and modified to a great extent keeping the spirit of National Policy of Education 1992.
- The Central Council of Rural Institution is expected to be set up shortly.
- Realising the crucial importance of rapid physical and mental growth during early childhood, Government started a number of programmes of early childhood care and education (ECCE). Declaration of a National Policy for Children (1974) shows the commitment of Government for the development of children.
- The National Policy on Education has given a great deal of importance to ECCE. It views ECCE as an important input in the strategy of human resource development, as a feeder and support programme for primary education and as a support service for working women of the disadvantaged sections of society.
- The significance of play and activity approach and the need for child- centredness in the programmes of ECCE as well as in primary school education have been spelt out, and it cautions against the dangers of using formal methods of teaching and early introduction of the 3 R's.
- In all models of ECCE programmes, the component of training will be strengthened.
- Media support is essential for conveying to the parents and community the messages of ECCE.
- Provision of free and compulsory education to all the children until they complete the age of 14 years is a Directive Principle of the Constitution.
- The central feature of the implementation strategy will be area-specific and population specific planing.
- A comprehensive system of incentives and support services will be provided for girls and children of the economically weaker sections of society.
- Keeping in view the high transition rate from primary to upper primary stage, enrolment in the 11-14 age-group will automatically increase after universalisation of primary education.
- In 1976, the National Council of Educational Research and Training (NCERT) document "Higher Secondary Education and its Vocationalisation" was presented to the country setting out a model conceptual framework for implementation.
- Provision of educational opportunities to women has been an important programme in the education sector since independence.
- The National Policy on Education (NPE) envisages that education would be used as a strategy for achieving a basic change in the status of women.
- At each stage in school education; or a part of work experience or vocationalisation, girls should be exposed to a variety of vocational training activities.
- Revised POA 1992 considering the load of school bag observed, "The tendency on the part of some schools, particularly in urban areas, to recommend a large number of books, has contributed to over-burdening of students."

Keywords

- Action : The process of doing something in order to make something happen or to deal with a situation.
- Programme : Plan of things that will be done or included in the development of something.
- Significance : The importance of something.
- Stagnation : a peeriod of economic stangation.
- Comparable: Similar to somebody/something else and able to be compared.

Review Questions

- 1 Write the brief descriptions on Lammurti Review Committee, 1990.
- 2 Write the brief descriptions on Janardan Reddy Revision Committee, 1992.
- 3 Briefly explain the modified POA, 1992.
- 4 Indicate the functions of Rammurti Committee, 1990.
- 5 Enumerate main recommendations and suggestions of Yashpal Committee, 1993.
- 6 Explain the follow-up programmes of National Policy of education, 1986.
- 7 Indicate the major recommendations of Janardan Reddy Committee, 1992 and its limitations.
- 8 Enumerate the major features of modified programme of Action, 1992.
- 9 What are the main features of education and monitoring system?
- 10 Explain the present situation of secondary education and Navodaya Vidyalayas.

Answers: Self Assessment

1. (i) Janardan Reddy (ii) 7th May 1990
(iii) Three basic concerns (iv) Women
(v) 1992
2. (i) (b) (ii) (a) (iii) (a) (iv) (c)
3. (i) False (ii) True (iii) True (iv) False

Further Readings



1. Development of Education Systems : *Dash Bn, SC Shao, DK Publications.*
2. Development Of Educational System In India (Hardbound) : *Geoff Doherty(Editor), Geoffrey D Doherty (Other), Alan Dyson.*
3. Developing Equitable Education Systems : *Mel Ainscow , Alan Dyson , Susan Goldrick*

Unit 8: Quality of Education: Concept, Parameters, Status and Prospects with Focus on Objectives Outlined in Delor's Commission Report

Notes

CONTENTS

Objectives

Introduction

Delor's Commission Report: An Initiative of Quality in Education

Concept of Quality in Education

Parameters of Quality in Education

Status of Quality in Education in India

Prospects for Quality in Education

Summary

Keywords

Review Questions

Further Readings

Objectives

The objectives of this unit can be summarized as below:

- to discuss about the Delor's commission report: an initiative of quality in education.
- to explain about the concept of quality in education.
- to discuss about parameters of quality in education.
- to describe about status of quality in education in India.
- to discuss about the prospects of quality in education.

Introduction

Education is integral to the human capital development and increasingly technology is catalyzing the process of change. The world continues to get smaller and flatter, and now the planet needs to get "smarter." It highlights the need to solve some of the most pressing problems of the world by leveraging technology.

Education is one such domain which is getting "smarter" by technology and has intricate relationship with the overall improvement of quality of life.

An accreditation process can protect the quality of education, provide a guarantee of the qualification granted, and encourage improvements in the curriculum. Accreditation inspires confidence in the provider by assuring that the product or service has been assessed by an independent and competent body. Accreditation adds to the brand value of an institution and helps not only in its positioning but also in improving and sustaining its systems and processes.

The Delor Commission's Report also reflects on education in the 21st century in the global context. It does not predict what education will be but what education should be. It is also not an exercise in scenario building. It is full of imagination and indeed a creative document on education.

Delor's Commission Report: An Initiative of Quality in Education

The Report of Jacques Delor, who headed the International Commission on Education for the 21st century, has been presented to UNESCO and endorsed by the Commonwealth Education Ministers and the Commonwealth Heads of Government in their meetings in 1994 and 1995. It brings together all the salient points and critical issues in education that is likely to be faced and addressed to, in the next millennium. As a matter of fact, the education is the foundation of an individual's progress and the overall progress of the nation. Learning the treasure within', a UNESCO report on World-Education by Delor commission reflects that the "Importance of the role of the teacher as an agent of change promoting understanding and tolerance, has never been more critical as in the 21st Century ". The Commission recommended an allocation of 6% of GNP by every nation for education. It also views on private and social financing of education needs critical examination. Below the minimum threshold of development, education has to be supported by the State - not only basic education but also higher education. It further suggests that: " It is vital that all children wherever they may be, should be able to acquire a knowledge of scientific method in some appropriate form and become "friends of science", for life." It implies that it is not just teaching of science or scientific theories but developing a positive outlook to science as a way of life.

Education for the 21st Century

India Country Report on the Delors Commission Report: In the past few years there have been two major futuristic, landmark reports offering visions of emerging challenges in education from UNESCO. The first one, learning to be, was prepared in 1973 by a commission under the chairmanship of Edgar Faure. This report was extensively discussed and debated the world over and it shaped the education discourse of the seventies and eighties. The Indian National Commission for Cooperation with UNESCO played an active role in disseminating this report in our country.

Its successor is the recently published report Learning: The Treasure Within, prepared by the International Commission on Education for the Twenty-first Century under the chairmanship of Jacques Delors. The report is a majestic survey of the emerging world and the sweeping technological, economic and social change and the multiple tensions arising from this shift. The Commission has reinterpreted the philosophical and pedagogic principles of education to meet the emerging scenario. Further, the report neatly balances the economic, cultural and social aspects of education. The Commission has laid great emphasis on life-long learning and commended that education in the future should be based on four pillars- learning to know, learning to do, learning to be, and learning to live together.

The Delors Report has become a matter of deep interest and public debate in India as we plan for education in the twenty first century. Focusing equally on the four pillars of education, we hope to effectively face the challenges of a changing world, where ethical concerns and democratic values demand much more attention than the conventional 'three Rs'.

India's educational ethos needs major reforms in the context of the changes that are sweeping our country. The transformation that society is going through warrants a rejuvenation in the way we teach and what we teach. The way we structure our educational institutions and determine the content of our curricula can by themselves help we move towards a culture of peace and non-violence.



Did u know? The reason why the commission titled its report learning: The treasure within is taken from a line in one of the parables of La Fontaine, titled The Ploughman and his Children, which calls learning a treasure.

Self Assessment

1. Fill in the Blanks:

- (i) The report of..... Emphasizes on education in the 21st century in the global context.
- (ii) The Delor's commission recommended an allocation of..... by every nation foreducation .
- (iii) The commission has laid great emphasis on..... and commended that education should be four pillars-learning to know, learning to do, learning to be, and learning to live.
- (iv) in education is fundamental to the quality of the human resource of the nation.
- (v)may be collected on a regular and systematic basis by governments.
- (vi) A.....is a point of reference against which something may be measured.

Concept of Quality in Education

The University Education Commission (1948-49) used the term 'standard' and not 'quality'.

The term 'standard' usually means a basis for measurement or a 'yardstick' to describe a required characteristic or a parameter and this would vary from country to country, from time to time and even from institution to institution over a period of time. However, it is also true that once the standards are set, the institutions and individuals can try to achieve quality so as to attain excellence.

Wider Concept of Quality in Education: The quality in education need to be defined in the wider sense of the overall aim of education as the all round development of the individual and his commitment to social objectives; and viewed in this context, there is no doubt that vigorous efforts will have to be made to improve these to suit the changing needs of the country. It has become increasingly evident that the relevance of education, its significance, its validity for personal aspiration, its link with societal needs and goals, its efficiency and impact are the basic parameters of every educational system.

Highlighting the importance of the quality in higher education for socio-economic development, Prof. V.N. Rajasekharan Pillai, former Director, NAAL (National Assessment and Accreditation Council) in convocation address of North Maharashtra University, Jalgaon on March 3,2003 pointed out the need for quality control as given below.

Accountability

Why do we need quality in higher education? The question is answered by the word "accountability". This answer immediately provokes a second question "accountable to whom?" There are several answers to this question because higher education (from whole universities to colleges, departments and individual teachers) is accountable to at least three different groups -society (government), clients (students, employers) and subject (profession, colleagues).

Accountability to Society

There is a popular demand and an economic necessity for more higher education. Society pays for much of this through taxes. Government acts for society in distributing funds to higher education either directly to the universities or indirectly through student grants or loans.

Governments have a responsibility to society to ensure that what they 'buy' from higher education is acceptable and provides value for money. Governments all over the world have established agencies concerned with quality and efficiency in higher education.

Parameters of Quality in Education

What are the parameters of quality education? This question is only partly answered in the UGC's document-Higher Education in India: Emerging Issues Related to Access, Inclusiveness and Quality. Apart from that, a number of measures of quality encompass the ratios of educational 'inputs' to the 'outputs' of (an institution) of higher education that qualify to be used as the 'indicator' ratios. Another set of measures of quality concentrates on the quality of inputs as well as that of outputs. Yet another set of measures of quality brings in the 'process' through which inputs are transformed into outputs. It goes without saying that the institutions of higher education are multi-output processing units. Some researchers on quality in higher education stress on the inputs side, the others on the output side while yet others argue in favour of concentration upon the process. The quality research international provides a right material on definition and measurement of quality and performance in higher education. Some abridged and suitably compiled views on these concepts are presented below.

Harvey and Green (1933) argued that there could be five discrete but interrelated ways of thinking about quality. Harvey (1955) provides the following brief overview of the five categories: (a) exceptional view of quality (b) Quality as perfection, (c) Quality as fitness for purpose, (d) Quality as value for money, and (e) Quality as transformation.

The exceptional view of quality sees quality as something special. Traditionally, quality refers to something distinctive and elitists, and, in educational terms is linked to notions of excellence, 'of high quality' unattainable by most.



Notes

Quality as perfection sees quality as a consistent or flawless outcome. In a sense it 'democratizes' the notion of quality and if consistency can be achieved then quality can be attained by all.

Quality as fitness for purpose sees quality in terms of fulfilling a customer's requirements, needs or desires. Theoretically, the customer specifies requirements. In education, fitness for purpose is usually based on the ability of an institution to fulfill its mission or a programme of study to fulfill its aims.

Quality as fitness for purpose sees quality in terms of fulfilling a customer's requirements, needs or desires. Theoretically, the customer specifies requirements. In education, fitness for purpose is usually based on the ability of an institution to fulfill its mission or a programme of study to fulfill its aims.

Quality as value for money sees quality in terms of return on investment. If the same outcome can be achieved at a lower cost, or better outcome can be achieved at the same cost, then the 'customer' has a quality product or service. The growing tendency for governments to require accountability from higher education reflects a value-for-money approach. Increasingly students require value-for money for the increasing cost to them of higher education.

Quality as transformation is a classic notion of quality that sees it in terms of change from one state to another. In educational terms, transformation refers to the enhancement and empowerment of students of the development of new knowledge.

Based on these five views of quality, various external review indicators, performance indicators, quality statistics and benchmarks may be defined.

External review indicators: Operational variables referring to specific empirically measurable characteristics of higher education institutions or programmes on which evidence can be collected

that allows for a determination of whether or not standards are being met. Indicators identify performance trends and signal areas in needs for action and/or enable comparison of actual performance with established objectives. They are also used to translate theoretical aspects of quality, a process known as operationalization. An indicator must be distinguished from a which is the level of acceptable performance in terms of a specific numeric criterion. Another distinction is made between the different types of indicators: (i) indicators of economy (following and respecting budgets); (ii) indicators of efficiency (actual productivity or output per input unit); and (iii) indicators of effectiveness (degree of attainment of objectives). A third and relatively consequent distinction is made between: (i) context indicators, that relate to the specific environment of a higher education institution or programme (social, economic, political, geographical etc.) (ii) input indicators, that relate to the logistical, human, and financial resources used by a institution, to the management of the inputs, and to the functioning of the organization; and (iv) output indicators, that concern that actual achievements or products of the higher education institution. This latter framework is also known as the CIPO-model (i.e., Context, Inputs, Process, Outputs), frequently used in evaluation studies.

Performance Indicators: A range of statistical parameters representing a measure of the extent to which a higher education institution or a programme is performing in a certain quality dimension. They are qualitative and quantitative measures of the output (short-term measures of results) or of the outcome (long-term measures of outcomes and impacts) of a system or of a allow comparison among higher education institutions. Performance indicators work efficiently only when they are used as part of a coherent set of input, process, and output indicators. As higher education intuitions are engaged in a variety of activities and target a number of different objectives, it is essential to be able to indentify and to implement a large range of performance indicators in order to cover the entire field of activity.

Statistical indicators may be collected on a regular and systematic basis by governments (especially where institutions of higher education are publicly funded) and these or other statistics may be included in quality review processes. Statistical indicators are sometimes used synonymously with performance indicators and sometimes are meant to imply a lesser evaluative status than embodied in quantitative performance indicators. West (1999) makes the following distinction between a statistic, an indicator and a performance indicator: Statistics unlike indicators are purely descriptive; so, for example, the total number of trainees enrolled on a programme is an example of an indicator. Indicators unlike raw statistics can assist with making a range of different sorts of comparisons as a result of having a common point of reference.

A benchmark is a point of reference against which something may be measured. In the higher education context a benchmark is usually either (1) a level of performance, resources, or outcome against which an institution or group might be compared, or (2) the specification or codification of comparable processes. Benchmarks may be (1) defined for an institution (or sub-institution unit) as targets, possibly on continuous basis (2) the basis of comparison between two or more institutions (or sub-institutional units) (3) specifications of processes that can be compared as a basis for identifying, for example, optimum effectiveness, efficiency or transparency.

Operationilization of Quality Parameters: The Manual for Self-Studies for the universities (NAAC, 2008) has provided a detailed list of criteria that may be used for setting quality parameters-statistics, indicators and benchmarks. The criteria are grouped into seven groups, namely: (1) Curricular aspects, (2) Teaching, learning and evaluation, (3) Research, consultancy and extension, (4) Infrastructure and learning resources, (5) Student support and progression, (6) Governance and leadership, and (7) Innovative practices. Recently, the UC has circulated the Regulations of Minimum Qualifications for Teachers and other Academic Staff governing selection, appointment and promotion of teachers, etc. and maintenance of standards in the institutions of higher learning.



Harvey, L. and Green, D., 1993, 'Defining quality', *Assessment and Evaluation in Higher Education*, 18(1). pp.9-34. Harvey, L., 1995, 'Editorial: The quality agenda', *Quality in Higher Education*, 1(1) pp. 5-12. Nuttall, D., 1992, *The OECD International Education Indicators*. Van den Berghe, W., 1998, *Indicators in Perspective*.

Status of Quality in Education in India

The first thing this commission acknowledges is the existence of several types of institutions of higher learning, both private and public, and also vocational and non-vocational. The increasingly stringent selection in order to ease the pressure on higher education is unacceptable; therefore, the first suggestion is for the universities to diversify what they offer, like:

1. as scientific establishments and centres of learning from where students go on to theoretical or applied researcher teaching;
2. as establishments offering occupational qualifications;
3. as meeting places for learning throughout life;
4. as leading partners in international cooperation;
5. for the developing countries they must provide the vocational and technological training of future leaders; the higher and middle level education is additionally required to save them from grinding poverty and underdevelopment.

The strategies proposed are (i) seeking cooperation of the local community including parents, schools, teachers and other (ii) public authorities, and (iii) the international communities.

The commission in general and Monsieur Delors in particular should have remembered while talking of international cooperation that neither in Europe nor in Middle East does one see any signs of international understanding or cooperation. The way the so-called developed nations behave is decidedly not designed to bring about any cooperation. It is these nations which define 'progress,' 'quality of life,' 'development,' standards of cooperation and even norms for research. The way they have usurped the right of others to think independently is surely not very ideal.

Not unlike our-grown concept of the overload of curricula, Delors also points out the dilemma education faces, i.e., when children and adolescents should be care free, they are worried about future. There are no places where they can learn and discover none to give them the wherewithal to think or offer them a choice of pathways suited to their abilities.

Clearly this is the price our societies in general and children in particular have to pay hooked as they are on the concepts of 'progress,' 'development,' and 'future well-being' as defined by the rich and powerful. The lure to achieve lands them in the competitive grooves which very few are able to master.

Delors repeats the oft-cited concept of broadening international cooperation in the global village. If these terms are to be defined by the USA or read Britain only, do can save us from the impending disasters. Still his questions are worth noting because there is considerable repetition of what the World Summit in March 1995 at Copenhagen had recommended.

The chapter scheme in the report reflects the basic thinking already done by Delors and Co. But, interestingly enough, everything said and suggested/recommended in less than extraordinary.

Present Enrolment and Dropout Ratios

Indian education system largest in Common wealth countries and 2nd largest in the world next to USA.

Tremendous Growth since Independence, but still:

Notes

The gross enrolment ratio

Classes (I-V) (6-11 years)	109.4%
Classes (VI-VIII) (11-14 years)	71.15%
Classes (I-VIII) (6-14 years)	94.92%
Classes (IX-X) (14-16 years)	52.26%
Classes (XI-XII) (16-18 years)	28.54%
Higher Education (18-24 yrs)	11.61 %

25.47 %

48.71 %

61.59 %

These high drop out rates from both primary and secondary school, combined with low enrolment rates at the higher levels deprive tens of millions of children of their full rights as citizens.

- Out of approx. 211 million children in the (6-14 yrs) age group - 84.91 % are enrolled in schools.
- More than 35 million children in the (6-14) age group are out of school
- Net primary school enrolment/attendance is only 77%
- By year 2016 there will be approx. 500 million people with less than five yrs of schooling
- Another 300 million that will not have completed high school. Two third of the population will lack minimum level of education
- Children put in an average of 21 hours of labour per week, at the cost of education
- 60 million children are thought to be child labourers
- 35% of our population are still illiterate

Vocational training and self-employment avenues

- Every year 5.5 million students pass out of Class X, of which 3.3 million go to Class XI, leaving 2.2 million out of the education stream.
- Those who drop out after Class VIII are approx. 20-21 million.
- Urgent attention needed for this 21 million-target group.
- Available formal training capacity of the country - only 2.3 million students.
- This leaves a gap of 18.7 million. The ITI system needs to be revamped to fill up this gap.
- Among persons of age 15 years and above:
 - (i) Only 2 % had any type of technical degrees/ diplomas/ certificates.
 - (i) The proportion was only 1% in the rural areas and 5 % in the urban.
- Only 40 % of the 55,000 instructors have undergone a full instructor-training course” (Urgent need to look into training of trainers) (Planning Commission).
- About 95% of the world youth (15 - 35 yrs) age learn any type of vocation / skill / trade, with a choice of 3000 vocational streams.
- In India we have identified only about 170 trades and only 2-3% of the youth (15-29 yrs) goes in for formal vocational training.
- The proportion of persons (15-29 yrs) who received formal vocational training was the highest among the unemployed.
 - (i) 3 % for the employed
 - (ii) 11% for the unemployed, and

Notes

- (iii) 2% for persons not in the labour force
- China has nearly 500,000 senior higher secondary vocational schools, whereas we have about 5100 ITI's and 6000 VET schools in all.
- To boost Vocational Education and Skill Development Prime Minister in his Independence Day address stated to open.
 - (i) 1600 new ITI's and Polytechnics
 - (ii) 50,000 new Skill Development Centers,
- It would enable 1 crore students to get Vocational training.

Shortage of skill in Various Sectors

- The projected growth rates in industry and services sectors are expected to generate 60 millions job opportunities during 2006-12 and 156 million during 2006-16
- Semi-skilled and skilled labour: The shortage of factory workers and construction labourers is already being felt across industries.
- Engineering industry is growing at a fast pace will be major requirement of skilled/ talented manpower in this sector
- Food industry is fast-expanding, need professional food scientists and technicians in great number.
- Media and Entertainment: The demand for animation production services from India is growing. This has opened up innumerable opportunities for students of Design, Fine Arts and Mass Communication.
- Biotechnology sector: 80 % shortfall of doctorate and post doctorate scientists.
- Food processing sector: 65 % shortfall of refrigeration mechanics, electricians' etc. 70 % shortfall of food safety personnel
- Additional 21 million new jobs in merchandise trade by 2009-10
- IT and BPO sector could employ 9 million persons directly and indirectly by 2010
- Raising the rate of growth of manufacturing to 12 % could create 1.6 to 2.9 million direct jobs annually, and another 2-3 times that number indirectly
- **Retail Sector:** demand of 3-5 lakh trained people in the northern region alone by 2010. This sector would throw up 2 million employments by 2010.
- **Leather:** Based on increased targets for export and domestic demand, it would generate 3 million additional jobs by 2022
- Construction sector with a current employment of over 30 million is to witness boom by an annual growth rate of 30% in infrastructure. It would translate large no. of jobs far short of the employable skill available
- **Health sector:** Shortage of 5 lakh doctors and 10 lakh Nurses.
- **IT sector:** Shortage of 5 lakhs (half a million) engineers.
- **Education sector:** Faculty shortage of 25-40 percent.
- **Automobiles:** employment expected to increase to 25million by 2015-16 from current 10.5 million, majority in the shop floor of auto manufacturing
- **Logistics:** will grow in tandem with growth in trade, aviation and tourism
- Banking and Finance sector: 50-80 percent personnel shortage.
- **Aviation sector:** Severe shortage of pilots and ground duty officials.
- **Textile sector:** employ 35 million directly, besides 55 million in its allied sector. Expected to generate additional 14million jobs by 2012

- **Pharma sector:** Severe shortage of top pharma scientists as research expenditure by pharma companies has quadrupled in the last 5 years. Thus there is a shortage of middle-level and junior scientists too. This has made salaries of top pharmacy scientists rise to US levels.
- **Project Management Services:** this labour intensive sector will grow with growth in corporate structure, infrastructure & retail industry

Prospects for Quality in Education

As countries like India race to embrace the next phase of growth and become more globally competitive, it is technology that will provide the advantage. Every country today is vying for place in the global economy and the network can give them the edge they need. According to Gartner's market Trends: Industry Analysis, India 2004-2009, Information and Communication Technology (ICT) investments in India are expected to double by 2009, which implies, the need for a skilled workforce is growing exponentially.

Given India's 1.1 billion population it may be difficult to imagine how we can face a shortage of talent. However, with literacy at 52 percent, high poverty levels (319 Million live below USD 1 per day), India's wide rural-urban divide, and the quality of education available, the paucity of talent is finding becoming a cause for worry. In particular, this demand-supply gap is already being felt by India's burgeoning IT industry and fears of the gap widening in the future are being examined carefully. In fact, according to NSSCOM, each year over 3 million graduates and post-graduates are added to the Indian workforce. However, of these only 25 percent of technical graduates and 10-15 percent of other graduates are considered employable by the rapidly growing IT and ITES segments. Hence, what we have today is a growing skills gap reflecting the unavailability of high-quality college education in India and the galloping pace of the country's service-driven economy, which is growing faster than most countries in the world.

- Expand and upgrade vocational education and training
- Expand and upgrade higher technical education
- Promote research in educational institutions; and
- Redesign the educational pattern at the school level to facilitate skill development.

Government have to redefine its role in

- Reforming and strengthening vocational education and training.
- clear policy for facilitating capacity expansion through private sector participation.
- make investment in vocational training institutes bankable.
- promote industry and academia interaction to narrow the existing gap between the demand and supply of the skilled manpower.
- It is very important at this stage to have different problem specific policy because one policy is not in to fit in.

Challenges to be addressed

- Disconnect between skills provided and skills required by the industry.
- Revision of course curricula lags behind the need of the industry.
- Out-dated machinery/tools and technology.
- Skill demand of Services/Unorganized Sector is largely unmet.
- Unsatisfactory employability of trainees because of poor quality of training.
- Shortage of trained instructors and low instructor training capacity in the country.
- Low prestige attached to vocational training.

Recommendations

- Need for creation of large scale skill development opportunities and infrastructure.
 - (ii) to meet the demand of skilled work force by the industry and service sector
 - (iii) to keep the economy growing,
 - (iv) to facilitate employability of the rapidly growing work force.
- Integration of vocational education at the school level
 - (i) to impart the basic technical skills to a large number of new entrants to the about force
 - (ii) Special reorientation for the school drop-outs
 - (iii) through professional career counseling
 - (iv) widespread use of ICT in skill training
- Skill Mapping
 - (i) To identify precise skill requirement for the growth of industry-ready manpower
- Flexibility
 - (i) Academics should be more flexible and inter-disciplinary.
 - (ii) Vertical as well as horizontal mobility between different stream of education, and
 - (iii) While VE and VT are being dealt with separately, it is essential that both form part of acontinuum and a common framework.
 - (iv) Build Specific enterprise skills into all VET programmes
 - (v) widespread use of ICT in skill training
 - (iv) Widespread use of ICT in skill training
- Private Sector Participation (PPP model)
 - (i) Participation of private sector to be encouraged at the ITI level of skill development and vocational education and training.
 - (ii) Develop quality ITI's and Polytechnics with skill development courses in association with industry to run these.
 - (iii) Institutionalize and establish coordination between the private sector and the government to run institutions for skill development.

Special Strategy to be planned for remote areas

Course and Curriculum development

- (i) Curricula to be revised periodically.
 - (ii) Flexible approach in developing courses and curriculum.
 - (iii) curriculum be developed based of the learnin outcome rather than on prescribed rigid format
 - (iv) Add on specialized vocational courses to be offered at Unviersity and Higher Institution level.
- More and more market oriented popular trades
 - Optimum utilization of available resources
 - Certification and standard
 - (i) An appropriate certificate system should be instituted by the central and state governments along with industry for certifying the skills of trainees

- (ii) Certification to be linked with training
- (iii) Encourage testing of the skills of trainees by independent assessing bodies
- (iv) Skills to be quantified in terms of grades or credits
- Faculty Training with industry participation
 - (i) Training of teachers in upcoming trades and technologies
 - (ii) Faculty training through various fellowship programmes
 - (iii) Industry exposure to Faculty to match the emerging needs of the economy.
 - (iv) Flexible teaching and cross movement of faculty to industry and industry personnel to institution to enhance quality of teaching learning process.
 - (v) Active participation of industry in training programmes conducted in ITIs and technical institutions.



Why is the need for creation large scale skill development in India?

Self Assessment

2. State whether the following statements are 'True' or 'False':
 - (i) Every year 5.5 million students pass out of class X of which 3.3 million go to class XI leaving 2.2 million out of the education system.
 - (ii) According to annual status of educational report the percentage of girls in the age group 11 and 14 years who have been out of schools have seen a considerable decrease in 2011.
 - (iii) Children attendance shows an incline in 2011 in rural primary schools.
 - (iv) There is no need for creation of large scale skill development opportunities and infrastructure.
 - (v) Participation of industry in operating ITIs and technical institutes should be encouraged.

Summary

- The Report of Jacques Delors, who headed the International Commission on Education for the 21st century, has been presented to UNESCO and endorsed by the Commonwealth Education Ministers and the Commonwealth Heads of Government in their meetings in 1994 and 1995.
- The Treasure Within, prepared by the International Commission on Education for the Twenty-first Century under the chairmanship of Jacques Delors. The report is a majestic survey of the emerging world and the sweeping technological, economic and social change and the multiple tensions arising from this shift.
- The Delors Report has become a matter of deep interest and public debate in India as we plan for education in the twenty first century.
- India's educational ethos needs major reforms in the context of the changes that are sweeping our country.
- The quality in education need to be defined in the wider sense of the overall aim of education as the all round development of the individual and his commitment to social objectives; and viewed in this context, there is no doubt that vigorous efforts will have to be made to improve these to suit the changing needs of the country.
- A number of measures of quality encompass the ratios of educational 'inputs' to the 'outputs' of (an institution) of higher education that qualify to be used as the 'indicator'

Ratios. Another set of measures of quality concentrates on the quality of inputs as well as that of outputs.

- Quality as fitness for purpose sees quality in terms of fulfilling a customer's requirements, needs or desires.
- Quality as value for money sees quality in terms of return on investment.
- Quality as transformation is a classic notion of quality that sees it in terms of change from one state to another. In educational terms, transformation refers to the enhancement and empowerment of students of the development of new knowledge.
- Based on these five views of quality, various external review indicators, performance indicators, quality statistics and benchmarks may be defined.
- **External review indicators:** Operational variables referring to specific empirically measurable characteristics of higher education institutions or programmes on which evidence can be collected that allows for a determination of whether or not standards are being met. Indicators identify performance trends and signal areas in needs for action and/or enable comparison of actual performance with established objectives.
- **Performance Indicators:** A range of statistical parameters representing a measure of the extent to which a higher education institution or a programme is performing in a certain quality dimension. They are qualitative and quantitative measures of the output (short-term measures of results) or of the outcome (long-term measures of outcomes and impacts) of a system or of a allow comparison among higher education institutions.
- **Statistical indicators** may be collected on a regular and systematic basis by governments (especially where institutions of higher education are publicly funded) and these or other statistics may be included in quality review processes. Statistical indicators are sometimes used synonymously with performance indicators.
- **A benchmark** is a point of reference against which something may be measured. In the higher education context a benchmark is usually either (1) a level of performance, resources, or outcome against which an institution or group might be compared, or (2) the specification or codification of comparable processes.
- **Operationilization of Quality Parameters:** The Manual for Self-Studies for the universities (NAAC, 2008) has provided a detailed list of criteria that may be used for setting quality parameters-statistics, indicators and benchmarks. The criteria are grouped into seven group, namely: (1) Curricular aspects, (2) Teaching, learning and evaluation, (3) Research, consultancy and extension, (4) Infrastructure and learning resources, (5) Student support and progression, (6) Governance and leadership, and (7) Innovative practices.
- High drop out rates from both primary and secondary school, combined with low enrolment rates at the higher levels deprive tens of millions of children of their full rights as citizens.
- The projected growth rates in industry and services sectors are expected to generate 60 millions job opportunities during 2006-12 and 156 million during 2006-16
- Semi-skilled and skilled labour: The shortage of factory workers and construction labourers is already being felt across industries.
- Engineering industry is growing at a fast pace will be major requirement of skilled/ talented manpower in this sector
- Reforming and strengthening vocational education and training.
- clear policy for facilitating capacity expansion through private sector participation.
- Disconnect between skills provided and skills required by the industry.
- Revision of course curricula lasa behind the need of the industry.
- Out-dated machinery/tools and technology.
- Need for creation of large scale skill development opportunities and infrastructure.

- (i) to meet the demand of skilled work force by the industry and service sector
- (ii) to keep the economy growing,
- (iii) to facilitate employability of the rapidly growing work force.
- Course and Curriculum development
 - (i) Curricula to be revised periodically.
 - (ii) Flexible approach in developing courses and curriculum.
 - (iii) Curriculum be developed based of the learnin outcome rather than on prescribed rigid format.

Keywords

- Initiative : A new plan for dealing with a particular problem or for achieving a particular purpose.
- Accountable: Responsible for your decisions or actions and expected to explain then when you are asked.
- Parameters : Something that decides or limits the way in which something can be done.
- Status : The situation at a particular time during a process.
- Prospects : The possibility that something will happen

Review Questions

1. Explain the Delor's Commission report in the context of education.
2. Give the concept of quality in educations.
3. What are the external review indicators and performance indicator.
4. What is the status of education according to Annual Status of Educational Report (ASER) 2011.
5. Explain the prospects for quality in education.

Answers: Self Assessment

1. (i) Jacques Delor (ii) 6% of GNP (iii) life long learning (iv) Real quality
(v) statistical indicators (vi) Benchmark
2. (i) True (ii) True (iii) False (iv) False
(v) True

Further Readings



1. Educational Regimes in Contemporary India : *Radhika Chopra , Patricia M Jeffery.*
2. Developing of Education Systems : *JC Aggarwal, Khatia K., Dash Bn.*
3. Developing Quality Systems in Education (Paperback) : *Geoff Doherty(Editor), Geoffrey D Doherty (Other), Alan Dyson.*

Unit 9: National Knowledge Commission 2009

CONTENTS

Objectives

Introduction

The terms of Reference of NKC

Summary of Recommendations

Concepts

Creation

Applications

School Education

Quantity and Resources

Quality and Management

Higher Education

Summary

Keywords

Review Questions

Further Readings

Objectives

The Objectives of this unit can be summarized as below:

- to discuss the terms of reference of NKC
- to explain the summary of recommendations
- to explain about Concepts
- to discuss about Creation
- to describe about Applications
- to discuss about School Education
- to describe about Quantity and Resources
- to discuss about Quality and Management
- to describe about higher education and training

Introduction

Knowledge has been recognised as the key driving force in the 21st century and India's ability to emerge as a globally competitive player will substantially depend on its knowledge resources. To foster generational change, a systemic transformation is required that seeks to address the concerns of the entire knowledge spectrum. This massive endeavour involves creating a roadmap for reform of the knowledge sector that focuses on enhancing access to knowledge, fundamentally improving education systems and their delivery, re-shaping the research, development and innovation structures, and harnessing knowledge applications for generating better services. Such a knowledge revolution that seeks to build capacity and generate quality will enable our country to empower its human capital including the 550 million below the age of 25. Our

unique demographic dividend offers a tremendous opportunity as well as a daunting challenge which requires creative strategies for a new knowledge oriented paradigm.

Notes

The Terms of Reference of NKC

Keeping this scenario in mind, the National Knowledge Commission (NKC) was constituted in June 2005 by the Prime Minister Dr. Manmohan Singh, under the Chairmanship of Mr. Sam Pitroda, to prepare a blueprint for reform of our knowledge related institutions and infrastructure which would enable India to meet the challenges of the future. The Terms of Reference of NKC are:

- Build excellence in the educational system to meet the knowledge challenges of the 21st century and increase India's competitive advantage in fields of knowledge.
- Promote creation of knowledge in Science & Technology laboratories.
- Improve the management of institutions engaged in Intellectual Property Rights.
- Promote knowledge applications in Agriculture and Industry.



Write the full form of NKC.

Summary of Recommendations

Providing access to knowledge is the most fundamental way of increasing the opportunities of individuals and groups. Therefore, it is essential to revitalise and expand the reach of knowledge in society. In this context NKC has submitted recommendations on areas such as Right to Education, language, translation, libraries, portals and knowledge networks.

- (i) Right to Education
- (ii) Language
- (iii) Translation
- (iv) Libraries
- (v) National Knowledge Network

Concepts

Knowledge concepts are organised and disseminated through the education system. Education is the key enabler for the development of an individual and for altering the socio-economic landscape of a country. Therefore, NKC's work has focused on revamping the education sector. NKC's concern with many aspects of the Indian education system covers school education, higher education, professional education, and vocational education.

- (vi) School Education
- (vii) Vocational education and training (VET)
- (viii) Higher Education
- (ix) More Talented Students in Maths and Science
- (x) Professional Education

Self Assessment

1. Fill in the blanks

- (i) The national knowledge commission was constituted in June 2005 by the prime minister...
- (ii) It is essential to revitalize and expand the reach of knowledge in.....

Notes

- (iii)promotes knowledge applications in Agricultural and Industry.
- (iv) Knowledge concepts are organised and disseminated through.....
- (v) is the key enabler for the development of an individual and for altering
The socio-economic landscape of a country.

Creation

Producing new knowledge and protecting existing resources is critical for a nation to compete in the global knowledge economy. This makes it important to consider all activities that lead to the creation of knowledge directly or help in protecting the knowledge that is created. NKC has therefore examined issues such as innovation systems in the country, science and technology activities and the regime of Intellectual Property Rights.

- (xi) Intellectual Property Rights
- (xii) Legal Framework for Public Funded Research
- (xiii) National Science and Social Science Foundation
- (xiv) Innovation
- (xv) Entrepreneurship

Applications

Knowledge can be productively applied to promote technological change, enhance quality of life and facilitate reliable and regular flow of information. This requires significant investment in goal-oriented research and development along with delivery models that can simplify processes within an industry.

- (xvi) Traditional Health Systems
- (ii) Agriculture:
- (iii) Enhancing Quality of Life



Initiatives in the areas of agriculture, labour and traditional knowledge can demonstrate that knowledge can be very effectively applied for the betterment of the community.

School Education

Ensuring quality school education to all is the foundation upon which any further advances towards a knowledge society must be based. Noting the crucial importance of school education, the National Knowledge Commission held a series of workshops and consultations around the country involving a very wide range of stakeholders, to discuss issues of quantity, quality and access in school education.

1. Central Legislation for the Right to Education, backed by Financial Commitment
2. More Flexibility in Disbursal of Funds
3. Decentralisation and Greater Local Autonomy
4. Expansion of Functional Literacy
5. Planning for School Infrastructure

Quantity and Resources

1. Substantially increased public spending is required for both elementary and secondary education:
NKC strongly endorses the speedy enactment of a central legislation that will ensure the right of all children in the country to good quality school education up to Class VIII. We

also believe that this should be extended to cover universal schooling up to Class X as soon as possible. NKC has emphasised that a vibrant, good quality and universally accessible government school system is the basic foundation upon which the schooling system in the country must rest.



Did u know? The norms for secondary schools, which include not only provision for specialised subject teachers but also for science labs, counselling *etc*, must be strictly adhered to when new schools are created and when primary schools are upgraded.

2. Urban planning and local planning must explicitly incorporate the physical requirements for schooling, including provisions for playgrounds and other school facilities :

It is important to remember that land is an essential requirement of schools, and this requirement is likely to increase in the near future given the expansion required by demographic changes and the need to ensure universal schooling. In the context of rapid urbanisation, it has been found that urban conglomerations often come up without adequate provision for ensuring the physical space required for schools in the vicinity. This is particularly a problem in new settlements with quickly increasing density of population, not only in large cities but also in smaller towns and fast growing villages. This makes it difficult to establish schools where required, and to ensure that schools are able to provide all the necessary facilities including sports fields *etc*. It is essential that the urban land use policies and regulations in all states and municipalities explicitly factor in the physical requirements of schools in areas of a certain population density.

Similarly in rural areas, there must be adequate provision for land for setting up schools in areas that surpass a certain population density. In rural areas with low population density, difficult terrain or extreme climatic conditions, the government may consider setting up residential schools, which could also address the problem of migrant labourers and nomadic populations.

3. The norms for central government disbursal to states of Sarva Shiksha Abhiyan (SSA) funds and other central schemes for school education are too rigid and must be made more flexible

: The current system of funds transfer and the accounting rules create unnecessary rigidities that often do not allow the State Governments to use the money in the most efficient or desirable way, and also lead to less than complete utilisation of the budgetary allocation.

Some of these problems include:

- (i) very rigid norms on unit costs and what is allowed in terms of spending, that do not recognise the diverse requirements of different states or particular regions;
- (ii) inadequate financial provisions for infrastructure such as buildings *etc*, especially for some states and cities, which leads to the creation of poor quality infrastructure;
- (iii) an inflexible accounting system that does not allow transferring funds across heads to meet particular or changing requirements, and therefore inhibits full utilisation and also prevents synergies from developing;
- (iv) insufficient allocation for repair and maintenance of infrastructure;
- (v) treating rural and urban schools in the same manner even though the requirements are often very different (for example, urban government schools may require different infrastructure and facilities in order to attract students); and

Quality and Management

1. Currently school education is highly segmented, even in government run institutions, as a result of the parallel track of education centres in some states. These separate systems must be integrated to give all children access to schools of acceptable quality.

2. At the same time, planning for school education must take into account the ecology of education the need to adjust school systems to agro-climatic and other local variation
3. School management must be decentralised as far as possible
4. There is a multiplicity of management structures and government departments in the administration of school education. This creates confusion, unnecessary replication and possibly inconsistent strategies across different schools. There must be greater co-ordination between different departments of government on school education policy, even while ensuring more autonomy to the local community in matters of day-to-day management of schools



Notes

There is need for a national body to monitor the quality of both government and private schools, to ensure that minimum standards are met in terms of learning outcomes

Higher Education

Higher education has made a significant contribution to economic development, social progress and political democracy in independent India. But there is serious cause for concern at this juncture. The proportion of our population, in the relevant age group, that enters the world of higher education is about 7 per cent. The opportunities for higher education in terms of the number of places in universities are simply not adequate in relation to our needs. Large segments of our population just do not have access to higher education. What is more, the quality of higher education in most of our universities leaves much to be desired.

Foundations are critical. NKC believes that an emphasis on expansion and reform of our school system is necessary to ensure that every child has an equal opportunity to enter the world of higher education. It is engaged in consultations on school education and will submit recommendations in this crucial area in due course. In this recommendation, it focuses on higher education. NKC has engaged in formal and informal consultations on the issue with a wide range of people in the world of higher education. In addition, it consulted concerned people in parliament, government, civil society and industry. Concerns about the higher education system are widely shared. There is a clear, almost unanimous, view that higher education needs a systematic overhaul, so that India can educate much larger numbers without diluting academic standards.



Did u know?

NKC recognises that meaningful reform of the system, with a long-term perspective, is both complex and difficult. Yet, it is imperative.

Summary

- Knowledge has been recognised as the key driving force in the 21st century and India's ability to emerge as a globally competitive player will substantially depend on its knowledge resources.
- The National Knowledge Commission (NKC) was constituted in June 2005 by the Prime Minister Dr. Manmohan Singh, under the Chairmanship of Mr. Sam Pitroda, to prepare a blueprint for reform of our knowledge related institutions and infrastructure which would enable India to meet the challenges of the future.
- Providing access to knowledge is the most fundamental way of increasing the opportunities of individuals and groups.

- The 86th Constitutional amendment act made the Right to Education a Fundamental Right.
- In the current scenario an understanding and command over the English language is a most important determinant of access to higher education, employment possibilities and social opportunities.
- The developments in information and communication technology have created new opportunities for enhancing the efficiency of health care delivery.

Keywords

- Scenario : a discription of how things might happen
- Amendment : The process of changing a law or a document
- Vision : The ability to see

Review Questions

1. Write the terms of reference of National Knowledge Commission.
2. Write the short notes on the following :
 - (a) Right to Education
 - (b) National Knowledge Network
 - (c) Health Information Network
 - (d) Sehou Education
3. How many possible networking options are suggested by the wid consultations with experts and technology provisions?
4. What are the recommendations for developing a health information network?
5. Briefly describe the quality and management.

Answer: Self Assessment

1. (i) Dr. Manmohan Singh (ii) Society (iii) National Knowledge Commission
 (iv) Education System
 (v) Education

Further Readings



1. Development of Education Systems : *Dash Bn, SC Shao, Briyithore Dayal, Dominannt Publisher & Distributer.*
2. Educational Regimes in Contemporary India : *Radhika Chopra , Patricia M Jeffery, Dash Bn, A K Agrawal*

Unit 10: National Curriculum Framework (2005)

CONTENTS

Objectives

Introduction

National Curriculum Framework (2005)

Learning and Knowledge

Implications for Curriculum and Practice

Knowledge and Understanding

Recreating Knowledge

Children's Knowledge and Local Knowledge

School Knowledge and the Community

Some Developmental Considerations

Summary

Key Words

Review Questions

Further Readings

Objectives

The objectives of this unit can be summarized as below:

- to explain about the national curriculum framework (2005)
- to describe about Learning and Knowledge
- to discuss about Implications for Curriculum and Practice
- to discuss about Knowledge and Understanding
- to describe about Recreating Knowledge
- to explain Children's Knowledge and Local Knowledge
- to describe School Knowledge and the Community
- to discuss Developmental Considerations

Introduction

India is a free nation with a rich variegated history, an extraordinarily complex cultural diversity and a commitment to democratic values and well-being for all. Ever since 1986 when the National Policy on Education was approved by Parliament, efforts to redesign the curriculum have been focused on the creation of a national system of education. We will discuss about National Curriculum framework (2005) in different aspects of education.

National Curriculum Framework (2005)

The NPE, 1986 and the PoA 1992 assign a special role to NCERT in preparing and promoting a National Curriculum Framework. The present exercise of reviewing the NCF was initiated following the statement made by the Hon'ble Minister for Human Resource Development in the Lok Sabha that NCERT should take up such a revision. This was followed by a decision in the Executive Committee in its meeting in July 2004 to revise the national Curriculum Framework Subsequent to this meeting a letter from Education Secretary to the Director NCERT

reiterated the necessity to review the National Curriculum Framework for School Education 2000 in the light of Learning without Burden (1993).

The National Curriculum Framework -2005 has been brought out by the NCERT through a wide-ranging process of deliberations and consultations. The document was approved by the Central Advisory Board of Education in September, 2005. So, this curriculum is named as (National curriculum framework - 2005). The document proposes reform in various aspects of school education at all the stages in the following areas: Syllabus and Textbooks; Pedagogic Practices; Time Management in School; Assessment; Learning Resource; School Ethos including academic monitoring and effective leadership; Arts, Craft, Work, Peace and Health and Information and Communication Technology. Realising the connectivity of these reforms with the existing practices the document also proposes reform in examination and teacher education.

The National Curriculum Framework, while placing the learner as the constructor of knowledge, emphasises that curriculum, syllabus and textbooks should enable the teacher to organise classroom experiences in consonance with the child's nature and environment, and providing opportunities for all children. Significant changes are recommended in all the curricular areas with a view to making education more relevant to the present day and future needs in order to alleviate the stress children are coping with today. The NCF recommends the softening of subject boundaries so that children can get a taste of integrated knowledge and joy of understanding.



Caution

The term National Curriculum Framework is often wrongly construed to mean that an instrument of uniformity is being proposed.

Guiding Principles

We need to plan and pay attention to systemic matters that will enable us to implement many of the good ideas that have already been articulated in the past.

Paramount among these are :

- connecting knowledge to life outside the school,
- ensuring that learning is shifted away from rote methods,
- enriching the curriculum to provide for overall development of children rather than remain textbook centric,
- making examinations more flexible and integrated into classroom life and,
- nurturing an over-riding identity informed by caring concerns within the democratic polity of the country.
- The Constitution of India guarantees equality of status and opportunity to all citizens. Continued exclusion of vast numbers of children from education and the disparities caused through private and public school systems challenge the efforts towards achieving equality. Education should function as an instrument of social transformation and an egalitarian social order.

The Quality Dimension

Even as the system attempts to reach every child, the issue of quality presents a new range of challenges. The belief that quality goes with privilege is clearly irreconcilable with the vision of participatory democracy that India upholds and practises in the political sphere. Its practise in the sphere of education demands that the education available to all children in different regions and sections of society has a comparable quality. J.P. Naik had described equality, quality and quantity as the 'elusive triangle' of Indian education. Dealing with this metaphorical triangle requires a deeper theoretical understanding of quality than has been available. UNESCO's

Notes

recently published global monitoring report discusses systemic standards as the appropriate context of the quality debate. From this point of view, the child's performance needs to be treated as an indicator of systemic quality. In a system of education that is divided between a fast-growing private sector and a larger state sector marked by shortages and the uneven spread of resources, the issue of quality poses complex conceptual and practical questions. The belief that private schools have higher quality treats examination results as the sole criterion for judging quality. This kind of perception ignores the ethos-related limitations of the privileged private schools. The fact that they often neglect the child's mother tongue warrants us to wonder about the opportunities that they are able to provide to the child for constructing knowledge in meaningful ways.

The Social Context of Education

Hierarchies of caste, economic status and gender relations, cultural diversity as well as the uneven economic development that characterise Indian society also deeply influence access to education and participation of children in school. This is reflected in the sharp disparities between different social and economic groups, which are seen in school enrolment and completion rates. Thus, girls belonging to SC and ST communities among the rural and urban poor and the disadvantaged sections of religious and other ethnic minorities are educationally most vulnerable.

In urban locations and many villages, the school system itself is stratified and provides children with strikingly different educational experiences. Unequal gender relations not only perpetuate domination but also create anxieties and stunt the freedom of both boys and girls to develop their human capacities to their fullest. It is in the interest of all to liberate human beings from the existing inequalities of gender.



Notes

The education system does not function in isolation from the society of which it is a part.

Aims of Education

The aims of education serve as broad guidelines to align educational processes to chosen ideals and accepted principles. The aims of education simultaneously reflect the current needs and aspirations of a society as well as its lasting values, and the immediate concerns of a community as well as broad human ideals. At any given time and place they can be called the contemporary and contextual articulations of broad and lasting human aspirations and values. Educational aims turn the different activities undertaken in schools and other educational institutions into a creative pattern and give them the distinctive character of being 'educational'. An educational aim helps the teacher connect her present classroom activity to a cherished future outcome without making it instrumental, and therefore give it direction without divorcing it from current concerns. Thus, an aim is a foreseen end: it is not an idle view of a mere spectator; rather, it influences the steps taken to reach the end. An aim must provide foresight. It can do this in three ways: First, it involves careful observation of the given conditions to see what means are available for reaching the end, and to discover the hindrances in the way.

Learning and Knowledge

This chapter establishes the need to recognise the child as a natural learner, and knowledge as the outcome of the child's own activity. In our everyday lives outside the school, we enjoy the curiosity, inventiveness and constant querying of children. They actively engage with the world

around them, exploring, responding, inventing and working things out, and making meaning. Childhood is a period of growth and change, involving developing one's physical and mental capacities to the fullest. It involves being socialised into adult society, into acquiring and creating knowledge of the world and oneself in relation to others in order to understand, to act, and to transform. Each new generation inherits the storehouse of culture and knowledge in society by integrating it into one's own web of activities and understanding, and realising its 'fruitfulness' in creating afresh.

Primacy of the Active Learner

Informal learning in society builds on the learners' natural ability to draw upon and construct their own knowledge, to develop their capacities, in relating to the environment around them, both physical and social, and to the task at hand. For this to happen, opportunities to try out, manipulate, make mistakes and correct oneself are essential. This is as true of learning language as it is of a craft skill or a discipline. Schools as institutions provide new opportunities for all learners to learn about themselves, others, and society, to access their inheritance and engage with it irrespective of and outside the access provided by one's birth into a family and a community. The formal processes of learning that school makes possible can open up new possibilities of understanding and relating to the world. Our current concern in curriculum development and reform is to make it an inclusive and meaningful experience for children, along with the effort to move away from a textbook culture. This requires a fundamental change in how we think of learners and the process of learning. Hence the need to engage in detail with the underpinnings and implications of 'childcentred' education.

'Child-centred' pedagogy means giving primacy to children's experiences, their voices, and their active participation. This kind of pedagogy requires us to plan learning in keeping with children's psychological development and interests. The learning plans therefore must respond to physical, cultural and social preferences within the wide diversity of characteristics and needs. Our school pedagogic practices, learning tasks, and the texts we create for learners tend to focus on the socialisation of children and on the 'receptive' features of children's learning. Instead, we need to nurture and build on their active and creative capabilities—their inherent interest in making meaning, in relating to the world in 'real' ways through acting on it and creating, and in relating to other humans. Learning is active and social in its character. Frequently, the notions of 'good student' that are promoted emphasise obedience to the teacher, moral character, and acceptance of the teacher's words as 'authoritative' knowledge.

Learners in Contest

Children's voices and experiences do not find expression in the classroom. Often the only voice heard is that of the teacher. When children speak, they are usually only answering the teacher's questions or repeating the teacher's words. They rarely do things, nor do they have opportunities to take initiative. The curriculum must enable children to find their voices, nurture their curiosity—to do things, to ask questions and to pursue investigations, sharing and integrating their experiences with school knowledge—rather than their ability to reproduce textual knowledge. Reorienting the curriculum to this end must be among our highest priorities, informing the preparation of teachers, the annual plans of schools, the design of textbooks, Common sources of physical discomfort

- Long walks to school.
- Heavy school bags.
- Lack of basic infrastructure, including support books for reading and writing.
- Badly designed furniture that gives children inadequate back support and cramps their legs and knees.
- Time tables that do not give young children enough breaks to stretch, move and play, and that deprive older children of play/sport time, and encourage girls to opt out.

Development and Learning

The period from infancy to adolescence is one of rapid growth and change. The curriculum must have a holistic approach to learning and development that is able to see the interconnections and transcend divisions between physical and mental development, and between individual development and interaction with others. The precondition for all development is healthy physical growth of all children. This requires that the basic needs in terms of adequate nutrition, physical exercise and other psycho-social needs are addressed. Participation of all children in free play, informal and formal games, yoga and sports activities is essential for their physical and psycho-social development. The range of abilities as a result of games, sports and yoga will improve stamina, fine and gross motor skills and dexterities, self-awareness and control, and coordination in team games. Simple adaptation of playgrounds, equipment and rules can make activities and games accessible to all children in the school.

Cognition involves the capacity to make sense of the self and the world, through action and language. Meaningful learning is a generative process of representing and manipulating concrete things and mental representations, rather than storage and retrieval of information. Thinking, language (verbal or sign) and doing things are thus intimately inter-twined. This is a process that begins in infancy, and develops through independent and mediated activities. Initially, children are cognitively oriented to the here and now, able to reason and act logically on concrete experiences.

Adolescence

Adolescence is a critical period for the development of self-identity. The process of acquiring a sense of self is linked to physiological changes, and also learning to negotiate the social and psychological demands of being young adults. Responsible handling of issues like independence, intimacy, and peer group dependence are concerns that need to be recognised, and appropriate support be given to cope with them.

It is important to create an inclusive environment in the classroom for all students, especially those who are at risk of marginalisation, for instance, students with disabilities. Labelling an individual student or a group of students as learning disabled etc. creates a sense of helplessness, inferiority and stigmatisation. It tends to overshadow difficulties that children may be facing in schools due to diverse socio-cultural backgrounds and inappropriate pedagogical approaches being used in the classroom. A student with a disability has an equal right to membership of the same group as all other students. Differences between students must be viewed as resources for supporting learning rather than as a problem. Inclusion in education is one of the components of inclusion in society.

Self Assessment

1. Fill in the blanks
 - (i) The..... of India guarantees equality of status and opportunity to all citizens.
 - (ii) The private schools have..... treats examination results as the sole criterion for Judging quality.
 - (iii) The aims of education serve as broad to align educational processes to chosen ideals and accepted principles.
 - (iv) Are a craft skills or discipline.

Implications for Curriculum and Practice

Teaching for Construction of Knowledge In the constructivist perspective, learning is a process of the construction of knowledge. Learners actively construct their own knowledge by connecting new ideas to existing ideas on the basis of materials/activities presented to them (experience). For example, using a text or a set of pictures/visuals on a transport system coupled with

discussions will allow young learners to be facilitated to construct the idea of a transport system. Initial construction (mental representation) may be based on the idea of the road transport system, and a child from a remote rural setting may form the idea centred around the bullock cart. Learners construct mental representations (images) of external reality (transport system) through a given set of activities (experiences). The structuring and restructuring of ideas are essential features as the learners progress in learning. For instance, the initial idea of a transport system built around road transport will be reconstructed to accommodate other types of transport systems—sea and air—using appropriate activities. The engagement of learners, through relevant activities, can further facilitate in the construction of mental images of the relationships (cause-effect) between a transport system and human life/economy. However, there is a social aspect in the construction process in the sense that knowledge needed for a complex task can reside in a group situation. In this context, collaborative learning provides room for negotiation of meaning, sharing of multiple views and changing the internal representation of the external reality. Construction indicates that each learner individually and socially constructs meaning as he/she learns. Constructing meaning is learning. The constructivist perspective provides strategies for promoting learning by all. The teacher's own role in children's cognition could be enhanced if they assume a more active role in relation to the process of knowledge construction in which children are engaged. A child constructs her/his knowledge while engaged in the process of learning.

Critical Pedagogy

Teacher and student engagement is critical in the classroom because it has the power to define whose knowledge will become a part of school-related knowledge and whose voices will shape it. Students are not just young people for whom adults should devise solutions. They are critical observers of their own conditions and needs, and should be participants in discussions and problem solving related to their education and future opportunities. Hence children need to be aware that their experiences and perceptions are important and should be encouraged to develop the mental skills needed to think and reason independently and have the courage to dissent. What children learn 23 out of school — their capacities, learning abilities, and knowledge base

— and bring to school is important to further enhance the learning process. This is all the more critical for children from underprivileged backgrounds, especially girls, as the worlds they inhabit and their realities are underrepresented in school knowledge.

Many of our schools now have large numbers of firstgeneration school goers. Pedagogy must be reoriented when the child's home provides any direct support to formal schooling. First-generation school goers, for example, would be completely dependent on the school for inculcating reading and writing skills and fostering a taste for reading, and for familiarising them with the language and culture of the school, especially when the home language is different from the language of school. Indeed they need all the assistance they can get. Many such children are also vulnerable to conditions prevailing at home, which might make them prone to lack of punctuality, irregularity and inattentiveness in the classroom. Mobilising inter sector support for freeing children from such constraints, and for designing a curriculum sensitive to these circumstances, therefore is essential.

Self Assessment

2. State whether the following statements are 'True' or 'False' :
 - (i) In the constructivist perspective learning is a process of the construction of knowledge.
 - (ii) Teacher and student engagement is critical in the classroom because it has the power to define where knowledge will become a part of school related knowledge and voices will shape it.
 - (iii) Pedagogy must not be reoriented when the child's home provides any direct support to formal schooling.
 - (iv) The structuring and restructuring of ideas are not essential features as the learner's progress in learning.

Knowledge and Understanding

The question, ‘What should be taught to the young?’ derives from a deeper question, namely, What aims are worth pursuing in education? The answer is a vision of the capabilities and values that every individual must have and a socio-political and cultural vision for society. This is not a single aim, but a set of aims. So also the content selected seeks to do justice to the entire set of aims; it has to be comprehensive and balanced. The curriculum needs to provide experiences that build the knowledge base through a progressive introduction to the capabilities of thinking rationally, to understand the world through various disciplines, foster aesthetic appreciation and sensitivity towards others, to work and to participate in economic processes. This section discusses the nature and forms of knowledge and understanding as necessary elements terrains for making informed curricular choices and approaches to content. Knowledge can be conceived as experience organised through language into patterns of thought (or structures of concepts), thus creating meaning, which in turn helps us understand the world we live in. It can also be conceived of as patterns of activity, or physical dexterity with thought, contributing to acting in the world, and the creating and making of things. Human beings over time have evolved many bodies of knowledge, which include a repertoire of ways of thinking, of feeling and of doing things, and constructing more knowledge. All children have to re-create a significant part of this wealth for themselves, as this constitutes the basis for further thinking and for acting appropriately in this world. It is also important to learn to participate in the very process of knowledge creation, meaning making and human action, i.e. work.

Basic Capabilities

Children’s basic capabilities are those that form the broad basis for the development of understanding, values and skills.

- (a) Language and other forms of expression provide the basis for meaning making, and sharing with others. They create possibilities of development of understanding and knowledge, providing the ability to symbolise, codify, and to remember and record. Development of language for a child is synonymous with development of understanding and identity, and also the capability of relating with others. It is not only verbal languages with scripts, but also languages without scripts, sign languages, scripts such as Braille and the performing arts, that provide the bases for making meaning and the expression.
- (b) Forming and sustaining relationships with the social world, with the natural world, and with one’s self, with emotional richness, sensitivity and values. This gives meaning to life, providing it with emotional content and purpose. This is also the basis for ethics and morality.
- (c) Capabilities for work and action involves the coordination of bodily movement with thought and volition, drawing on skill and understanding, and directing oneself to achieve some purpose or create something. It also involves handling tools and technologies, and the ability to manipulate and organise things and experiences, and to communicate.

Knowledge in Practice

A vast array of human activities and practices sustain social living and culture. Crafts such as weaving, carpentry and pottery, and occupations such as farming and shopkeeping, constitute alongwith and performing and visual arts and sports a valuable form of knowledge. These forms of knowledge are of a practical nature, tacit and often only partially articulated. Many of them involve abilities that are developed. These include the ability to conceptualise and imagine products that are useful or aesthetic, the knowledge of and ability to work with materials to fashion a product, knowledge of one’s own abilities, appreciation of team work, and attitudes of persistence and discipline. This is true whether it is an object being fashioned or whether it is a play to be presented to an audience.



Did u know? The attempt is to furnish a narrative that in some way ‘corresponds’ to reality.

Recreating Knowledge

These capabilities, practices, and skills of understanding are what we seek to develop through the school curriculum. Some of them readily lend themselves to being formulated as ‘subjects’ of study such as mathematics, history, science, and the visual arts. Others, such as ethical understanding, need to be interwoven into subjects and activities. The basic capabilities of language require both approaches, and aesthetic understanding also readily lends itself to both approaches. All these areas require opportunities for project activities, thematic and interdisciplinary courses of studies, field trips, use of libraries and laboratories.

This approach to knowledge necessitates a move away from ‘facts’ as ends in themselves, and a move towards locating facts in the process through which they come to be known, and moving below the surface of facts to locate the deeper connections between them that give them meaning and significance. In India, we have traditionally followed a subject-based approach to organising the curriculum, drawing on only the disciplines. This approach tends to present knowledge as ‘packaged’, usually in textbooks, along with associated rituals of examinations to assess, knowledge acquisition and marks as a way of judging competence in the subject area. This approach has led to several problems in our education system.

Children’s Knowledge and Local Knowledge

The child’s community and local environment form the primary context in which learning takes place, and in which knowledge acquires its significance. It is in interaction with the environment that the child constructs knowledge and derives meaning. This area has generally been neglected both in the conceptualisation of textbooks and in pedagogic practices. Hence, in this document, we emphasise the significance of contextualising education: of situating learning in the context of the child’s world, and of making the boundary between the school and its natural and social environment porous. This is not only because the local environment and the child’s own experiences are the best ‘entry points, into the study of disciplines of knowledge, but more so because the aim of knowledge is to connect with the world. It is not a means to an end, but both means and end. This does not require us to reduce knowledge to the functional and immediately relevant, but to realise its dynamism by connecting with the world through it. Unless learners can locate their individual standpoints in relation to the concepts represented in Textbooks and relate this knowledge to their own experiences of society, knowledge is reduced to the level of mere information. If we want to examine how learning relates to future visions of community life, it is crucial to encourage reflection on what it means to know something, and how to use what we have learnt. The learner must be recognised as a proactive participant in his or her own learning. Day after day children bring to school their experiences of the world around them the trees that they have climbed, the fruits they have eaten, the birds they have admired. All children are alive to the natural cycles of day and night, of the weather, the water, the plants and the animals that surround them. Children, when they enter Class I already have a rich language base of small numbers, and the rudiments of operations are already in place. Yet rarely do we hear the knowledge that they already have and which they bring into the classroom.

School Knowledge and the Community

Experiences of the socio-cultural world also need to become a part of the curriculum. Children need to find examples of the plurality of peoples and ways of life represented in the textbooks.

Notes

These portrayals need to ensure that no community is oversimplified, labelled, or judged. It may even be better for children to study and generate portrayals of the local social groups as a part of their social science studies. They can then directly interact with the gram panchayat representative, who may be invited to the school to speak about the extent to which decentralisation has helped in addressing local civic issues. Local oral history could also be connected with regional history and national history. But the social context also calls for a much greater critical awareness and critical engagement on the part of curriculum developers and teachers. Community-based identities, of gender, caste, class and religion are primary identities, but they can also be oppressive and reaffirm social inequalities and hierarchies. School knowledge can also provide a lens Local Knowledge Traditions Many communities and individuals in India are a rich storehouse of knowledge about many aspects

Some Developmental Considerations

Children's interests, physical skills, linguistic capacity, and ability for abstract thinking and generalisation develop over the span of schooling, from the pre-school period through higher secondary school. This is a period of intensive growth and development, and also of fundamental shifts and changes in interests and capabilities.

Self Assessment

3. Multiple choice questions: *Choose the correct option*
- (i) and other forms of expression provide the basis for meaning making, and sharing with others.
- | | |
|---------------|---------------|
| (a) language | (b) school |
| (c) knowledge | (d) education |
- (ii) In India, traditionally followed activity to organising the curriculum, drawing on only the disciplines.
- | | |
|-------------------|-------------------|
| (a) school based | (b) subject based |
| (c) student based | (d) state based |
- (iii) The child's community and local environment from the context in which learning takes place and knowledge acquires its significance.
- | | |
|--------------|---------------|
| (a) primary | (b) secondary |
| (c) tertiary | (d) old |

Summary

- In spite of the recommendations of the NPE, 1986 to identify competencies and values to be nurtured at different stages, school education came to be driven more and more by high-stake examinations based on information-loaded textbooks.
- Even as the system attempts to reach every child, the issue of quality presents a new range of challenges. The belief that quality goes with privilege is clearly irreconcilable with the vision of participatory democracy that India upholds and practises in the political sphere.
- The aims of education serve as broad guidelines to align educational processes to chosen ideals and accepted principles. The aims of education simultaneously reflect the current needs and aspirations of a society as well as its lasting values, and the immediate concerns of a community as well as broad human ideals.

Keywords

- Milieus: The social environment that you live.
- Envisage: To imagine what will happen in the future.
- Pursue: To continue to discuss.

Review Questions

1. Explain social context of education.
2. Write about children's knowledge and local knowledge.
3. What is mother-tongue education?
4. Why health and physical education need to be included in the curriculum.
5. Education is a significant dimension of the building up peace, explain.

Answer: Self Assessment

- | | | | | |
|----|------------------|---------------------|------------------|---------------|
| 1. | (i) constitution | (ii) higher quality | (iii) guidelines | (iv) learning |
| 2. | (i) True | (ii) True | (iii) False | (iv) False |
| 3. | (i) (a) | (ii) (b) | (iii) (a) | |

Further Readings



1. Development of Education Systems : *SC Shao, Khatia K, Briyithore Dayal, Daya Publications House.*
2. Development of Educational System in India : *A K Agrawal , Mel Ainscow , Alan Dyson , Susan Goldrick*

Unit 11: Functions of Apex Bodies of Education : NCERT and SCERT

CONTENTS

Objectives Introduction

National Council of Educational Research and Training (NCERT)

NCERT: Constituent Units

Functions of NCERT

State Council of Educational Research and Training (SCERT)

Structure of SCERT

Functions of SCERT

Summary

Keywords

Review Questions

Further Readings

Objectives

The objectives of this unit can be summarized as below:

- To discuss about the national council of educational research and training.
- To discuss about the constituent units NCERT.
- To describe about the functions of NCERT.
- To explain about state council of educational research and training (SCERT) and its structure.
- To discuss about Structure of SCERT.
- To describe about the Functions of SCERT

Introduction

The National Council of Education Research and Training (NCERT) is an autonomous organization setup in 1961 by the government of India to assist and advise the central and state governments on policies and programmes for qualitative improvement in school education. In addition to research, development, training, extension publication and dissemination activities, the NCERT is an implementation agency for bilateral cultural exchange programmes with other countries in the field of school education. With the discussion about NCERT we will discuss about SCERT also. SCERT is level educational agency. It works for the qualitative improvement of school education at state level. In this unit we will discuss about the functions of both of above.

National Council of Educational Research and Training (NCERT)

The National Council of Educational Research and Training (NCERT) was set up by Government of India in 1961 as an autonomous organisation registered under Societies Registration Act (Act XXI of 1860) to advise and assist the Ministry of Human Resource Development, Government of India and Departments of Education in States/ UTs in formulation and implementation of their policies and major programmes in the field of education, particularly for qualitative

NCERT: Constituent Units

The major Constituent Units of the NCERT are:

1. National Institute of Education (NIE), New Delhi
2. Central Institute of Educational Technology (CIET), New Delhi
3. Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal
4. Regional Institute of Education (RIE), Ajmer
5. Regional Institute of Education (RIE), Bhopal
6. Regional Institute of Education (RIE), Bhubaneswar
7. Regional Institute of Education (RIE), Mysore
8. North-East Regional Institute of Education (NE-RIE), Shillong

National Institute of Education

The National Institute of Education (NIE) in New Delhi carries out research and development activities related to pedagogical aspects of curriculum; prepares prototype curricular and supplementary materials; develops school education-related database and undertakes experiments in pre-school, elementary, secondary and higher secondary stages to support all-round development of the learner. NIE also organizes in-service training of key resource persons and teacher educators associated with implementation of centrally sponsored school improvement schemes. The educational concerns of the Departments of the NIE are.

Central Institute of Educational Technology (CIET)

The CIET is concerned with development of educational technology, especially mass communication media, to extend educational opportunities and improve the quality of educational processes, practices and outcome.

Activities of CIET also include design and production of media software viz. radio and television programmes. CIET also holds programmes to build competencies of media personnel from State Institutes of Educational Technology in the development and utilization of such software. The Institute disseminates its software through broadcast and non-broadcast modes. The research and evaluation activities are undertaken to assess needs, determine the audience profile and study the effectiveness of materials and programmes developed by CIET to support the transaction of curricular and co-curricular materials.

Pandit Sunderlal Sharma Central Institute of Vocational Education(PSSCIVE)

Located at Bhopal, PSSCIVE organizes research, development, training and extension activities related to work education and vocational education, both at formal and non-formal levels. Besides development of vocational curricula, guidelines and instructional materials, research/ action research and training/ orientation of key functionaries, preparation of data-base, clearing house functions, promotion /popularization and implementation of work and vocational education programmes are also areas of activities of PSSCIVE. It is also a member of E-forum of UNEVOC, UNESCO's Project on Technical and Vocational Education.

Regional Institutes of Education

The Regional Institutes of Education (RIEs) located at Ajmer, Bhopal, Bhubaneswar and Mysore cater to educational needs (preservice and in-service education) of teachers in the States and UTs under their jurisdiction. To a limited extent, pre-service professional training to prepare school teachers for teaching Science and Mathematics and teacher educators of Elementary Teacher Training Institutions is also offered by the RIEs. They act as Regional Resource Institutions for

Notes

school education and teacher education, extend required assistance in implementing the policies of the States/UTs and assist in implementation, monitoring and evaluation of the Centrally Sponsored Schemes. The RIE Ajmer looks after teacher education and other educational requirements of the States of Delhi, Haryana, Himachal Pradesh, Jammu and Kashmir, Punjab, Rajasthan, Uttar Pradesh, Uttaranchal and the UT of Chandigarh. The RIE Bhopal has within its pale the States of Chhattisgarh, Goa, Gujarat, Madhya Pradesh, Maharashtra and UTs of Dadra and Nagar Haveli and Daman and Diu. The States of Arunachal Pradesh, Assam, Bihar, Jharkhand, Manipur, Meghalaya, Mizoram, Nagaland, Orissa, Sikkim, Tripura, West Bengal and the UT of Andaman and Nicobar Islands are covered by the RIE Bhubaneswar. The States of Andhra Pradesh, Karnataka, Kerala and Tamilnadu and UTs of Pondicherry and Lakshadweep are covered by the RIE Mysore.

A new RIE (NE-RIE) has been set up at Shillong. When it becomes operational, it would cater to the educational needs of North-Eastern States i.e., Assam, Arunachal Pradesh, Meghalaya, Mizoram, Manipur, Nagaland, Sikkim and Tripura.

Self Assessment

1. Fill in the blanks
 - (i) The national council of educational research and training was set up in
 - (ii) National institute of education organizes of key resource persons and teacher educators.
 - (iii) Central institute of educational technology is concerned with
 - (iv) Regional institute of education is located in
 - (v) NCERT acts as a major agency for implementing theprogrammes.

Functions of NCERT

Research: The NCERT performs the important functions of conducting and supporting educational research and offering training in education research methodology. Different Departments of the National Institute of Education (NIE), Regional Institutes of Education (EIEs), Central Institute of Educational Technology (CIET) and Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) undertake research programmes on different aspects of school education and teacher education. NCERT also supports research programmes of other institutions/ organizations by providing financial assistance and academic guidance. Assistance is given to scholars for publication of their Ph.D. theses. Research fellowships are offered to encourage studies in school education to create a pool of competent research workers.



Which constituent units of NCERT undertaken research programmes?

Development: Developmental activities in school education constitute an important function of the NCERT. The major developmental activities include development and renewal of curricula and instructional materials for various levels of school education and making them relevant to changing needs of children and society. The innovative developmental activities include development of curricula and instructional materials in school materials in school education in the area of pre-school education, formal and non-formal education, vocationalisation of education and teacher education. Developmental activities are also undertaken in the domains of educational technology, population education, and education of the disabled and other special groups.

Training: Pre-service training of teachers at various levels; pre-primary, elementary, secondary and higher secondary, vocational education, educational technology, guidance and counseling,

and special education are the areas of training in which NCERT works. The pre-service teacher education programmes at the Regional Institutes of Education (RIEs) incorporate many innovative features. The RIEs also undertake the training of key personnel of the states and of state level institutions and training of teacher educators and in-service teachers.

Extension: Various Departments of the NIE, RIEs, CIET and PSSCIVE, are engaged in various ways. Constituents of NCERT work in close collaboration with various agencies and institutions in the functionaries in these areas where special problems exist and where special efforts are needed. Special programmes are organized for the education of the disadvantaged sections of the society. The extension programmes cover all States and Union Territories of the country.

Publication and Dissemination: NCERT published textbooks for different school subjects for Classes I to XII. It also brings out workbooks, teachers' guides, supplementary readers, research reports, etc. In addition, it publishes instructional materials for the use of teacher educators, teacher trainees and in-service teachers. These instructional materials, produced through research and developmental work, serve as models to various agencies in States and Union Territories. These are made available to state level agencies for adoption and/or adaptation. The textbooks are published in English, Hindi and Urdu. For dissemination of educational information, the NCERT publishes six journals: The Primary Teacher is published both in the English and Hindi and aims at giving meaningful and relevant educational inputs to primary school teachers for direct use in the classroom; School Science serves as an open forum for discussion on various aspects of science education; Journal of Indian Education provides a forum for encouraging original and critical thinking in education through discussion on current educational issues; Indian Educational Review contains research articles and provides a forum for researchers in education; and Bharatiya Adhunik Shiksha, published in Hindi, provides a forum for encouraging critical thinking in education on contemporary issues and for dissemination of educational problems and practices.



Notes

A house journal called NCERT Newsletter is also published in English and Hindi (Shaikshik Darpan).

Exchange Programmes: NCERT interacts with international organizations such as UNESCO, UNICEF, UNDP, NFPA and the World Bank to study specific educational problems and to arrange training programmes for personnel from other countries. It is one of the Associated Centres of APEID. It also acts as the Secretariat of the National Development Group (NDG) for Educational Innovations. The NCERT has been offering training facilities, usually through attachment programmes and participation in workshops, to educational workers of other countries. Educational materials are exchanged with other countries. On request, the faculty members are deputed to participate in international conferences, seminars, workshops, symposia, etc.

Self Assessment

2. State whether the following statements are 'True' or 'False':
 - (i) The union minister of Human resource development is the president of the general body of the NCERT.
 - (ii) NCERT does not organize any kind of pre-service and in-service training of teachers.
 - (iii) NCERT acts as a nodal agency for achieving goals of universalisation of elementary education.
 - (iv) The chairperson of the NCERT is the convener of the executive committee.

Notes

- (v) The NCERT headquarters do not consist council secretariat.
- (vi) Developmental activities in school education constitute an important function of NCERT.



Notes

The NCERT acts as a major agency for implementing the Bilateral Cultural Exchange Programmes entered into by the Government of India with the governments of other countries in the fields of school education and teacher education.

State Council of Educational Research and Training (SCERT)

The Directorate of Teacher Education and SCERT came into existence as an independent Directorate on January 15, 1990. It progressively acquired its present status from the State Institute of Education, established in 1964 to State Council of Educational Research and Training (SCERT) in 1979, and from SCERT to TE and SCERT in 1990. Its progressive evolution from SIE to TE and SCERT was largely mandated by ever expanding and emerging developments in education.



Task

Name five units related to education system.

Structure of SCERT

The SCERT has the following Departments and units:

- (i) Department of Curriculum Development
- (ii) Department of Teacher Education and in-Service Education
- (iii) Department of Educational Research
- (iv) Department of Science and Mathematics Education
- (v) Department of Educational Technology
- (vi) Department of Evaluation and Examination Reforms.
- (vii) Department of Non-formal Education
- (viii) Department of Population Education
- (ix) Department of Pre-school and Elementary Education
- (x) Department of Adult Education and Education for Weaker Sections
- (xi) Department of Extension Service and School Management
- (xii) Publication Unit
- (xiii) Library Unit
- (xiv) Administrative Unit

SCERT is serving as the academic wing of the Department of Education. It is trying to bring about the qualitative improvement of school education and teacher education. It is maintaining

Objective

The Main objective of SCERT are following:

- To organize pre-service training for prospective teachers, and capacity building programmes for inservice teachers, conferences, meetings, seminars and briefing sessions for State Education Officers and field functionaries. To organize induction level training programmes for the new entrants/teaching workforce of the teachers training institutions.

- To restructure syllabus and curriculum used at the elementary education and teacher education sector so as to make it need-based and relevant based and functional.
- To undertake, aid, promote and coordinate research and innovation activities among faculty members of teacher training institutions.

Functions of SCERT

The State Council of Educational Research and Training (SCERT) were set up in each state on the pattern of N.C.E.R.T. As education is a state subject, NCERT cannot do much to improve education in the state. The SCERT has a Programme Advisory Committee under the Chairmanship of the State Education Minister.

- (xv) To act as an agent of change in school education, lifelong non-formal education and teacher education.
- (xvi) To supervise the working of the Teacher Training Colleges, Secondary Training Schools and Elementary Training Schools.
- (xvii) To arrange for the in-service training and orientation of teachers, inspecting officers dealing with pre-school, elementary, secondary and higher secondary education in the state.
- (xviii) To arrange for in-service training of teacher-educators working in teacher training institutions for all states of education.
- (xix) To organize programmes, including correspondence-cum-contact courses for overall professional development of teachers, teacher-educators and supervisory/inspecting officers.
- (xx) To provide extension services to teacher training institutions at all levels.
- (xxi) To develop curriculum and produce instructional material, text-books for the use of educational institutions and teachers of pre-school, elementary, secondary and higher secondary stages in the state.
- (xxii) To prescribe curriculum and text-books for the school and teacher training centres.
- (xxiii) To co-ordinate the work of extension services centres of teacher training institutions in the state.
- (xxiv) To produce instructional materials for the use of teacher educators.
- (xxv) To organize and implement the special educational projects sponsored by UNICEF, NCERT and other agencies for the qualitative improvement of school education, teacher education and supervision of education.
- (xxvi) To coordinate the programmes of different subject-teacher associations in the state.
- (xxvii) To evaluate the adult and non-formal education programmes or any other project entrusted to by the government from time to time.

Summary

- The National Council of Educational Research and Training (NCERT) was set up by government of India in 1961.
- The major constituent units of the NCERT are:
 - (xxviii) **National Institute of Education:** It carries out research and development activities related to curriculum, develops school education related database.
 - (xxix) **Central Institute of Educational Technology (CIET):** It is concerned with the development of educational technology especially mass communication media to extend educational opportunities and improve quality of educational processes.

(iii) **Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE):** Organizes research, development training and extension activities related to work education and vocational education.

(iv) **Regional Institute of Education:** The need of teachers in the states and UTs under their jurisdiction.

- The union minister of human resource development is the president of the general body of the NCERT. General body includes educational ministers of all states and union territories. Other members are chairperson of UGC, secretary to the government of India, ministry of Human resource development, four vice chancellors of universities.
- The Chairman of the Central Board of Secondary Education; the Commissioner of the Kendriya Vidyalaya Sangathan; the Director, Central Health Education Bureau; the Director of Training, Directorate General of Training and Employment, Ministry of Labour; one representative of the Education Division, Planning Commission; all the members of the Executive Committee.
- The main governing body of the NCERT is the Executive Committee. The Union Minister of Human Resource Development is its President (ex officio) and the Union Minister of State in the Ministry of Human Resource Development is the ex officio Vice-President.
- The NCERT performs the important functions of conducting and supporting educational research and offering training in education research methodology.
- Developmental activities in school education constitute an important function of the NCERT. The major developmental activities include development and renewal of curricula and instructional materials for various levels of school education and making them relevant to changing needs of children and society.
- Pre-service training of teachers at various levels; pre-primary, elementary, secondary and higher secondary, vocational education, educational technology, guidance and counseling, and special education are the areas of training in which NCERT works.
- Various Departments of the NIE, RIEs, CIET and PSSCIVE, are engaged in various ways. Constituents of NCERT work in close collaboration with various agencies and institutions in the functionaries in these areas where special problems exist and where special efforts are needed.
- NCERT published textbooks for different school subjects for Classes I to XII. It also brings out workbooks, teachers' guides, supplementary readers, research reports, etc.
- NCERT interacts with international organizations such as UNESCO, UNICEF, UNDP, NFPA and the World Bank to study specific educational problems and to arrange training programmes for personnel from other countries.

Keywords

- **Autonomous** : An organization to govern itself independently
- **Constituent** : One of the parts of something that combine to form the whole.
- **Organizational** : The quality of being arranged in a neat careful and logical way.
- **Structure** : The way in which the parts of something are connected together, arranged or organized.
- **Department** : A section of a large organization such as a government, university etc.

Review Questions

1. Discuss about NCERT and explain about its constituent units.
2. What are the functions of NCERT?

3. Explain the organizational structure of NCERT.
4. When was SCERT established? Give its functions.
5. Give the structure of SCERT.

Notes

Answer: Self Assessment

1. (i) 1961 (ii) in-service training
 (iii) development of educational opportunities (iv) Ajmer
 (v) Bilateral cultural exchange
2. (i) False (ii) True (iii) True (iv) False (v) True

Further Readings



1. Development of Education Systems : *S.C. Shao, Briyithore Dayal, J.C. Aggarwal.*
2. Developing Quality Systems in Education (Paperback) : *Geoff Doherty(Editor), Geoffrey D Doherty (Other)*
3. Development Of Educational System In India (Hardbound) : *Dash Bn, A K Agrawal, Mel Ainscow , Alan Dyson , Susan Goldrick*

Unit 12: Functions of CBSE and State Boards of Education

CONTENTS

Objectives

Introduction

Central Board of Secondary Education (CBSE)

Functions of CBSE

State Board of Secondary Education

Function of State Board

Brief Introduction of Some of the State Boards

Summary

Keywords

Review Questions

Further Readings

Objectives

The objectives of this unit can be summarized as below:

- to discuss about central board of secondary education.
- to discuss about the functions of secondary education
- to explain about state board of secondary education.
- to discuss about functions of state board.
- to explain a brief introduction of some of state board.

Introduction

CBSE is one of the best and most recognized boards of school education in India, other prominent board is Indian Certificate of Secondary Education or ICSE. The Central Board of Secondary Education has undergone a number of changes over the years that have resulted to the board's present avatar.

There is a state board of each state, recognized by the Department of Higher Education, Ministry of Human Resource. Management, Govt. of India each board works for the educational development of children at high school, secondary level. We will discuss about it in a descriptive manner.

Central Board of Secondary Education (CBSE)

CBSE board is considered very important in Indian education system because, it focuses to impart a common education in this land of diverse culture and heritage called across India. Thus, it has created a common standard of education for all across the country. CBSE education keeps getting updated with time. This board has successfully matched the needs and changing trends in the world of education. The quality of education system has always been high and competitive. At present there are more than 9000 schools are affiliated with the board and the figure includes around 140 schools spread in 21 countries with more than 12 million students.



Did u know? CBSE board is not dependent on any outside source for income. It doesn't receive any grants from central or state government. Its expenses are covered from examination fees charges, fees taken from different courses and sale of its publications.

Historical Context of CBSE Board

The first Board set up in India was Uttar Pradesh Board of High School and Intermediate Education in 1921, which was under jurisdiction of Rajputana, Central India and Gwalior. Later Govt. of India suggested to set up a joint Board in 1929, which was named as the "Board of High School and Intermediate Education, Rajputana". This included Ajmer, Merwara, Central India and Gwalior.

A trail of developments mark; the significant changes that took place over the years in shaping up the Board to its present status. U P Board of High School and Intermediate Education was the first Board set up in 1921. It has under its jurisdiction Rajputana, Central India and Gwalior. In response to the representation made by the Government of United Provinces, the then Government of India suggested to set up a joint Board in 1929 for all the areas which was named as the ' Board of High School and Intermediate Education, Rajputana. This included Ajmer, Merwara, Central India and Gwalior.

The Board witnessed rapid growth and expansion at the level of Secondary education resulting in improved quality and standard of education in institutions. But with the advent of State Universities and State Boards in various parts of the country the jurisdiction of the Board was confined only to Ajmer, Bhopal and Vindhya Pradesh later. As a result of this, in 1952 , the constitution of the Board was amended wherein its jurisdiction was extended to part-C and Part-D territories and the Board was given its present name 'Central Board of Secondary Education'. It was in the year 1962 finally that the Board was reconstituted.

Objectives

The main objectives were those of: serving the educational institutions more effectively, to be responsive to the educational needs of those students whose parents were employed in the Central Government and had frequently transferable jobs.

Functions of CBSE

- (i) The CBSE board prepares the syllabus for standard 9 to 12 in affiliated schools. Two major exams are conducted by this board every year, for class 10, All India Secondary School Examination (AISSE) and class 12, All India Senior School Certificate Examination (AISSCE).
- (ii) The syllabus for these exams is also prescribed by the board. Many privately owned schools in India and abroad are also affiliated to CBSE. Score of both of these exams is necessary for higher education. AISSCE examination score is widely recognized internationally for direct enrollment in any university graduation course. The medium of teaching and conducting examination is either English or Hindi.
- (iii) The board also conducts the AIEEE exam, an entrance examination for undergraduate courses in engineering and architecture in many colleges across India. It also conducts AIPMT All India Pre medical Test, an entrance examination for admission to medical colleges in India.

Notes

The CBSE board has officially declared that grading system will replace the existing marking system for class X from academic year 2008, the results will not include pass or fail tag, it will only show grades that a student has got. The board has also introduced a new nine point scale system, the students to get required grades in four or five subjects to get promoted to next level. Its result will not carry pass or fail tag, students who don't have qualifying grades will get four options to improve their grades in period of two years from exam. Students will get grades ranging from A to E. The board has been continuously introducing innovative changes to match required standards of education in this world of competition. CBSE education is proved to be very beneficial to all students in India and out of India.

Grading System used by CBSE: Central Board of Secondary Education is going to introduce grading system for all classes from year 2009-2010. This announcement was made secretary of the CBSE during National Sahodaya conference of principals, held at Bhopal.

The students who will pass their class 10 board examination in March 2010 will be awarded grades at the place of Marks. It will be implemented in classes 7, 8, 9, 11 and 12 also.

The official announcement about implementation of grading system in CBSE board classes is an appreciable step. This news was published in expressindia.com.



Notes

Kendriya Vidyalaya Sangathan is giving grades to the primary classes for last few years but it was not there for other classes. Some of the educational institutions in India were providing grades at the place of Marks.

Self Assessment

1. Fill in the blanks:
 - (i) There are more than..... CBSE affiliated schools.
 - (ii) The first board set up in India was n 1921.
 - (iii) The CBSE board prepares the syllabus for standard in affiliated schools.
 - (iv) The grading system has officially been declared by CBSE in academic year.

State Board of Secondary Education

In India, education is looked after by different agencies, both government and private. There are three main stages or levels of education as they may be called, received by the students in India. They are schooling, college and higher studies. At all the three stages, government takes the responsibility for helping the students with different provisions at each level.

Historical Context

The jurisdiction of the Board is extensive and stretches beyond the national geographical boundaries. As a result of the reconstitution, the Delhi Board of Secondary Education' was merged with the Central Board and thus all the educational institutions recognized by the Delhi Board also became a part of the Central Board. Subsequently, all the schools located in the Union Territory of Chandigarh, Andaman and Nicobar Island, Arunachal Pradesh, the state of Sikkim, and now Jharkhand, Uttaranchal and Chhattisgarh have also got affiliation with the Board. From 309 schools in 1962 the Board today has 8979 schools on 31-03-2007 including 141 schools in 21 countries. There are 897 Kendriya Vidyalayas, 1761 Government Schools, 5827 Independent Schools, 480 Jawahar Novodaya Vidyalayas and 14 Central Tibetan Schools.

Following are the list of State Boards of School Education in India, recognized by the Department of Higher Education, Ministry of Human Resource Management, Government of India.

Schooling and State Boards

The education system in India is typically K-12, meaning a graduation from kindergarten to class 12th. A student who wishes to join the college has to complete the 12 years or grades and the kindergarten. Excluding the kindergarten, the schooling has further been divided in primary, secondary and higher secondary level of education. From grade I to VIII, the level is primary; from VIII to X, it is secondary and from X to XII it is higher secondary. The last two, i.e., secondary and higher secondary education is looked after by state boards of education or any other board recognised by the Indian government.

Functions of State Boards

- Advise the State Government on policy matters.
- See the implementation of Education Policies, as laid down by the Central Government.
- Maintain uniform standard of education in schools all over the state.
- Lay guiding principles for curriculum and syllabi. The syllabus is prescribed by the state boards.
- Conduct Examinations (board examinations), at the completion of secondary and higher secondary education.
- Prescribe textbooks to schools affiliated with them.
- Provide the Certification for the qualifying students.
- Prescribe conditions to schools regarding admissions of regular and private students.

Besides the primary functions mentioned above, state boards are also concerned with promoting education among the under privileged, helping students with scholarships and stipends, etc. State boards as such are authoritative agencies so far as schooling is concerned. The schools affiliated with the boards have to abide by the rules and regulations of the state boards.



Task

What is the grading system used by CBSE?

Self Assessment:

2. State whether the following statements are 'True' or 'False':
 - (i) There are two main stages or levels of education received by the students in India.
 - (ii) The education system in India is typically K-12 meaning a graduation from kindergarten to class 12th.
 - (iii) The main function of state boards is to advise the central government on policy matter related to school education.
 - (iv) The state boards are concerned with promoting education among the under privileged, helping students with scholarships and stipends.
 - (v) The schools affiliated with the boards have to abide by the rules and regulations of the state boards.

Brief Introduction of Some of State Boards

There are over 30 state boards and central boards of education in India. In almost every state, there is at least one education board which caters to the secondary and higher secondary education. Here we will discuss about few them:

Andhra Pradesh Board of Secondary Education

Andhra Pradesh Board Of secondary Education is the Authority which conducts the secondary

school public examination to the candidates of the state of Andhra Pradesh, through its affiliated schools.

Assam Board of Secondary Education

Assam board of secondary Education is a statutory body of the Government of Assam, which was established in the year 1962, is responsible for conducting the High School Leaving Certificate Examination (X Class) School Exams to the candidates, through the affiliated schools.

Bihar School Examination Board

Bihar School Examination Board conducts Secondary School Examination twice every year to the candidates through the affiliated Schools:

- Annual Examinations
- Supplementary Examinations

The Annual examination is normally conducted in the month of February / March. Supplementary Examination is generally conducted in the month of July/August. Two categories of students appear at the Supplementary examination i.e 'A' & 'C'. 'A' means all subjects. 'C' means compartmental i.e. students who want to clear their subjects in which they failed at the annual examination, appear as compartmental examinee.

The Chhattisgarh Board of Secondary and Higher Secondary Education

The Chhattisgarh Board of Secondary (10th class) and Higher Secondary (10+2 class) Education is a corporate statutory Body established by an Act of the Government of Chhattisgarh. The Board is an autonomous and self financing organization without any regular grants from the Govt. The objective of The Chhattisgarh Board of Secondary and Higher Secondary Education is, apart from granting recognition to the Secondary and higher Secondary schools and conduct of secondary and higher secondary exam, the Board advises the state Government on policy matters relating to secondary and higher secondary education in general and on the following matters in particular in ensuring a uniform pattern of education:

- Maintaining of uniform standard of education in Secondary and Higher Secondary Education.
- Co-ordination between the national policies and policies of the state in respect of secondary and higher secondary Education.
- Co-ordination between primary, secondary, higher secondary and University education.

Gujarat Secondary And Higher Education Board

"Gujarat Secondary and Higher Education Board" is the authority which conducts the main and the supplementary public Examinations every year for the SSC (Secondary School Certificate - Class X) and HSC (Higher Secondary School Certificate - Class XII). The exams are conducted in the months of March and October every year.

In the state of Gujarat, about 7 Lakhs students take these Exams every year in about 350 centers. The question papers are set in 6 languages Gujarati, Hindi, English, Marathi, Sindhi & Tamil. Apart from these above mentioned public exams, Gujarat Secondary and Higher Education Board conducts a "Talent Search" for students of Std VIII & IX in five major subjects every year.

Haryana Board of Education

Haryana Board of Education is the authority which conducts the Public Examinations at Middle, Matric and Senior Secondary (Academic & Vocational) levels twice a year in the state of Haryana through the affiliated schools.

The Board of School Education - Haryana was set up in September 1969 with its headquarters at Chandigarh. The Board started conducting the Middle Examination with effect from 1976 to improve educational standards at Middle level and more than 1.5 lakhs students had appeared

in this examination. The number of candidates has increased to more than 4 lakhs in the year 2003.

The headquarters of the Board was shifted to Bhiwani in 1981. The Board adopted 10+2 pattern of education and conducted XII class examination under the new scheme with effect from 1987 in which about 32,000 students had appeared. The number of candidates has increased to nearly 2 lakhs in 2003. It started conducting 10+2 Vocational Examination in 1990, keeping in view the need & relevance of vocationalization of education in the backdrop of the fast changing economic

Main Functions

- Conduct examinations for school education, admit to such examinations, on the prescribed conditions, candidates who pursue the prescribed courses of instruction, whether in recognized institutions or otherwise, and demand and receive the prescribed fees
- Prescribe the courses of instruction, text book and other books of books of study for school education
- Publish the results of such examinations, grant certificates and diplomas to persons who have passed such examinations and institute and award scholarships, medals and prizes
- Prescribe conditions for recognition of schools and other institutions which send candidates to the examinations conducted by the Board in terms of teachers and their qualifications, curriculum equipment, buildings and other educational facilities.

Himachal Pradesh Board of School Education

Himachal Pradesh Board of School Education is the authority which holds the right to conduct examinations for the 8th, 10th, Plus One and Plus Two classes. In addition, Departmental Examinations like J.B.T., T.T.C and P.V.T.C are also being conducted by the Board. As many as 4.5 lac candidates annually appear in different Examinations, conducted by the Board.

The Board which came into existence in 1969, apart from conducting the exams holds other responsibilities such as prescribing syllabi, courses of instructions and text books for school education in the state of Himachal Pradesh besides conducting Examinations based on such courses.

Until 1982, the Board had its headquarter at Shimla, which was subsequently shifted to Dharamshala in Kangra District in 1983.

J&K State Board of School Education

The state of Jammu & Kashmir, India conducts the secondary and the higher secondary public examinations to the state students (through affiliated schools), through "J&K State Board of School Education". THE exams conducted by the Board are:

- Higher Secondary - Part II Bi-Annual (Pvt)
- Matric Bi-Annual - Srinagar
- Jammu - Annual Private Class X
- Higher Secondary - Pt II Annual (Pvt) - Jammu Prov.
- Jammu - Annual Regular Class X
- Higher Secondary Pt II Annual (Reg.) Jammu Prov.
- Higher Secondary Pt II Annual (Pvt.) Kashmir Prov.
- Srinagar - Annual Private Class X
- Higher Secondary Part Two - Kashmir - Annual

J&K Government have decided to introduce English as compulsory subject from class 1st in all government and non-government schools in Jammu and Kashmir. This decision was taken at a meeting of the state cabinet held under the chairmanship of Chief Minister Mufti Mohammad Sayeed. Announcing the decisions of the cabinet, the Chief Secretary, Dr. Sudhir S. Bloeria said that at present the English language is being taught in the government schools from 6th class.

Notes

Now it will be taught as a subject right from class 1st from the next academic session with the existing staff.

"The J&K Board of School Education" has also been recommending introduction of English language in government schools right from class 1st and it has already prepared a series of new books on teaching of English language from class 1st to 8th. Dr. Bloeria said that the cabinet unanimously passed a resolution requesting the central government to include Dogri language into the Eighth Schedule of the Constitution.

There are 10609 government primary schools with 22300 teachers. Besides there are 1365 private primary schools in the state. The decision to introduce English from 1st primary has been taken as it has been found that ignorance of English becomes a major handicap for students at later stage when the course content in most of the subjects is available only in English. It is because of this factor also many parents who could afford, prefer to send their children to English medium private schools. This has been one of the reasons of exodus of students from government schools to private schools.

Uttar Pradesh Board of High School & Intermediate Education

The biggest examining body in the World, Uttar Pradesh Board of High School & Intermediate Education started its functioning from the year 1922. In the state of Uttar Pradesh a few secondary schools are being governed by the Indian Council of School Education (ICSE) and Central Board of Secondary Education (CBSE), but most of the Secondary schools seek recognition of the UP Board. At present there are 9121 secondary schools are recognized by the UP Board of High School and Intermediate Education.

The first public examination after 10 years education is High School Examination and after the 10+2 stage, there is Intermediate Examination.

Main Functions

- To conduct High school (X Class) and Intermediate (XII Class) Examination to the affiliated schools (both Government and private schools) under the jurisdiction of the state of Uttar Pradesh.
- To grant recognition to aspiring school located in Uttar Pradesh.
- To prescribe courses and text books for High school and Intermediate level.
- To provide equivalence to the examinations conducted by other Boards.

Maharashtra State Board of Secondary and Higher Secondary Education

Maharashtra State Board of Secondary and Higher Secondary Education conducts SSC (X Class) & HSC (XII Class) Examinations at the end of Class X and XII twice a year in March and October.

As a State level organization, the Board substantially contributes towards upgrading educational standards and introducing innovations in the field of secondary and higher secondary education. The Board is diverse, mass participative education system with a broader base of access that provides the benefits of uniformity and diversity. Over a period of 3 decades, the Board has grown tremendously in terms of schools and number of students

The Board provides 27 languages besides Marathi, Hindi and English. A student can opt for a State language or any Indian language or classical language or a Foreign Language under the three language formula adopted by the State. This is aimed to develop tolerance and respect for diversity within the State as India is a multicultural and multi-linguistic nation.

Madhya Pradesh Board of Secondary Education

Madhya Pradesh Board of Secondary Education is the statutory body of the Government of Madhya Pradesh, which started its functioning from the year 1959. This board holds the authority to conduct the secondary school exams HSC (X Class) and HSSC (XII Class) and other Exams

such as Diploma in Education (DEd) and Bachelor of Education (BEd) in the state of Madhya Pradesh through affiliated Schools.

Notes

Manipur Board of Secondary Education

Manipur Board of Secondary Education functions under Directorate of General Education, Government of Manipur. Statutory Body of the State Directorate of Education and it holds the Authority to conduct the secondary school examination (X Class), started its functioning from the year 1972.

Meghalaya Board of School Education

Meghalaya Board of School Education started its inception in the year 1973, is a statutory body of the government of Meghalaya, which conducts the school Examinations in the state. The School examinations conducted by the board, every year are mentioned hereunder:

- Secondary School Leaving Certificate Examination (SSLC-X Class)
- Higher Secondary School Leaving Certificate Examination (HSSLC-XII Class)
- the Mizoram Board of School Education
- The Mizoram Board of School Education is an autonomous body established under the MBSE Act, 1975, with delegated powers to regulate, supervise and control school education in Mizoram. It is the State Education Board which substantially contributes towards upgrading educational standards and introducing innovations in the field of School Education i.e. Class I to XII. The public Examinations of Class X and Class XII are the important examinations conducted by the Board.

Nagaland Board of School Education

Nagaland Board of School Education started its inception in the year 1974, is a statutory body of the government of Nagaland, which conducts the school Examinations in the state. The School examinations conducted by the board, every year are mentioned hereunder:

- Secondary School Leaving Certificate Examination (SSLC-X Class)
- Higher Secondary School Leaving Certificate Examination (HSSLC-XII Class)

Orissa Board of Secondary Education

Orissa Board of Secondary Education started its inception in the year 1965, is a statutory body of the government of Orissa, which conducts the secondary school (10th class) Examinations in the state.

Punjab School Education Board

- The Punjab School Education Board came into being under an Act of Legislation in 1969, amended in 1987, 2000 and 2005.
- Hold examinations for school education publish the results of such examinations and grant certificates to the persons, who have passed such examinations. Admit to the examinations, on the prescribed conditions, candidates, who have pursued the prescribed courses of instructions, whether in affiliated institutions or otherwise. However; any change in the prevalent conditions shall be made with the prior approval of the State Government.
- Prescribe the syllabi, courses of the studies and text books for school education, Organize research for grading of textual vocabulary and arrange for regular revision of text books and other books and Other over-all functions.

Rajasthan Board of Secondary Education

The history of the Board of Secondary Education Rajasthan (BSER) is a remarkable panorama of progressive record of the futurological vision for developing a dynamic system of various sub- systems of examinations and highlights of the academic excellence of the last four decades.

The BSER took rapid strides for promotion and development of Secondary Education in Rajasthan, spread over 3,42,239 sq. km. and in more than 6000 schools located in 32 districts involving 8.5 lakhs students.

Tamil Nadu Board of Secondary Education

Started its inception in the year 1910, Tamil Nadu Board of Secondary Education, is functioning under the purview of the Department of Education, Government of Tamil Nadu, India. Up to and ending at the secondary (class 10) level, Tamil Nadu Board of Secondary Education offers the following streams of education:

- The SSLC (Secondary School Leaving Certificate) stream
- The Anglo-Indian stream
- The Oriental School Leaving Certificate (OSLC) stream and the Matriculation stream

The jurisdiction of the board extends to schools located inside the state of Tamil Nadu only. Schools can choose to affiliate themselves to the Tamil Nadu Board of Secondary Education.

Tripura Board of Secondary Education

Tripura Board of Secondary Education started its functioning in the year 1973, is a statutory body of the Government, which conducts the school Examinations in the state. The School examinations conducted by the board, every year are:

- Higher Secondary (HS: +2) Examination - for XII Class
- Madhyamik Pariksha (10 class examination) - for X Class

West Bengal Board Of Secondary Education

The West Bengal Board of Secondary Education is the West Bengal state government administered autonomous examining authority for the Standard 10 examination (or secondary school level examination) of West Bengal, India.

The examination for the 10th Class is called the Madhyamik Pariksha or secondary examination. The Madhyamik examination is conducted annually and simultaneously all over the state of West Bengal and also in affiliates of the board located outside West Bengal, elsewhere in India. More than 7,50,000 examinees take the exam each year.

Self Assessment

3. Multiple choice questions :

Choose the correct option

- (i) There are over.....state boards of education in India.
(a) 30 (b) 40 (c) 50 (d) 60
- (ii) The Board of school education-Haryana was set up in
(a) Sept. 1950 (b) Sept. 1969 (c) Sept. 1975 (d) Sept. 1980
- (iii) The biggest examining body in the world..... board of high school X Inter Mediate education.
(a) West Bengal (b) Chhattisgarh (c) Uttar Pradesh (d) Tamil Nadu
- (iv) The Maharashtra State board of secondary and higher secondary education.
(a) 10 (b) 20 (c) 25 (d) 27

Summary

- CBSE board is an autonomous apex body of education at school level.
- It is considered very important in Indian education system because it focuses to impart a common education in this land of diverse culture and heritage called across India.

- The first board set up in India was Uttar Pradesh board of high school and intermediate education in 1921, which was under jurisdiction of Rajputana, Central India and Gwalior. Later Govt of India suggested to set up joint board in 1929 which was named as the "Board of High School and Intermediate Education, Rajputana. Later it was confined only to Ajmer, Bhopal and Vindhya Pradesh. In 1952, it convening to its present form with the name "Central Board of Secondary Education".
- CBSE board has many functions. It prepares the syllabus for standard 9 to 12 in affiliated schools.
- It conducts the two major exams every year for class 10, All India Secondary School Certificate Examination (AISSCE).
- It prepares the syllabus for these exams, it also conducts the AIEE exam an entrance examination for undergraduate courses in engineering and architecture and AIPMT (all India Premedical Test) for various medical colleges in India.
- CBSE board has officially declared the grading system will replace the existing marking system for class X from 2008. It will show only grades that a student has got board introduced a new nine point scale system.
- There are over 30 state boards in India. Different state boards have functions regarding to school education like.
- The important functions of state board are advise the state government on policy matters, se the implementation of education policies made by central government, maintain uniform standard of education in schools all over the state prescribe the text books to schools affiliated with then and provide the certification for the qualifying student.
- Except above functions state board also concerned with promoting education among the under privileged, helping student with scholarships.

Keywords

- Central : Most important
- Scenario : A description of how things might happen in the future.
- Jurisdiction : An area or country in which a particular system of laws has authority.
- Concerned : Related to something interested in something.
- Scholarship : An amount of money given to somebody an organization to help pay for their education.

Review Questions

1. Explain the functions of CBSE.
2. What are the main objectives of the CBSE board.
3. Discuss about the "grading system" used by CBSE.
4. Give the functions of state boards of education.
5. Write a short note on any five state boards.

Answer: Self Assessment

1. (i) 9000 (ii) Uttar Pradesh Board of High School and Intermediate Education
(iii) 9 to 12 (iv) 2008
2. (i) False (ii) True (iii) False (iv) True
(v) True
3. (i) (a) (ii) (b) (iii) (c) (iv) (d)

Further Readings



1. Development of Education Systems : *J.C. Aggarwal, Dash Bn, Shipra Publications.*
2. Educational Regimes in Contemporary India : *Radhika Chopra , Patricia M Jeffery, Dash Bn.*
3. Development Of Educational System In India (Hardbound) : *Dash Bn, Mel Ainscow, Alan Dyson , Susan Goldrick.*

Unit 13: Functions of UGC, NAAC and NCTE

Notes

CONTENTS

Objectives

Introduction

University Grants Commission (UGC)

Functions of University Grants Commission or UGC

National Assessment and Accreditation Council (NAAC)

Functions of NAAC CELL

National Council of Teacher Education

Functions of National Council of Teacher Education

Summary

Keywords

Review Questions

Further Readings

Objectives

The Objectives of this unit can be summarized as below:

- To discuss about the university grants commission.
- To discuss about the functions of university grants commission.
- To explain the national assessment and accreditation council.
- To discuss about the functions of NAAC.
- To describe the national council of teacher education.
- To discuss the functions of national council of teacher education.

Introduction

The National Council for Teacher Education as a statutory body came into existence in pursuance of the National Council for Teacher Education Act, 1993 (No. 73 of 1993).

The University Grants Commission (UGC) is a statutory organisation by an Act of Parliament in 1956. It is a national body for the coordination, determination and maintenance of standards of university education. It serves as a coordinating body between the Union and State Governments and the institutions of higher learning. It also acts as an advisory body to these Governments and institutions on issues relating to higher education.

Section 12 of the UGC Act provides that the Commission shall, in consultation with the universities concerned, take all such steps as it may think fit for the promotion and coordination of university education and for the maintenance of standards in teaching, examination and research.

University Grants Commission (UGC)

University Grants Commission, Constitutional Body in India. University Grants Commission or the UGC is a statutory body of the Government of India which looks after the proper growth and spread of higher education in the country.

Notes

Right from the early times India has been an important seat of learning. Universities like Nalanda, Taxila and Vikramshila have attracted students not only from various parts of the country but it have also brought in large number of students from countries in and around India. Till today India has remained a great seat of higher education and many students come down to India to study on various subjects throughout the year. The first attempt to begin a national level educational system in India had begun in the year 1944. The Central Advisory Board of Education recommended the formation of a University Grants Commission in the year 1944. The University Grants Commission or UGC was formed in the year 1945 and was assigned the responsibility of looking into the working of the Banaras Hindu University and the Delhi and Aligarh Universities as well. In the year 1947, the University Grants Commission or the UGC was assigned the responsibility of looking into the working of all the existing universities of the country at that time.

History of University Grants Commission or UGC

As soon as India got her Independence, in the year 1952 a University Education Commission was set up which recommended that the University Grants Commission be remodelled according to the University Grants Commission of the United Kingdom with a full time Chairman and the other members of the Commission should be recruited from educationists of repute.

The Commission also decided that all issues relating to the allocation of public funds to the Central Universities and other educational institutes of higher learning should be referred to the UGC and it was decided that the opinion of the UGC in this regard would be considered final. Finally in the year 1953, the University Grants Commission was re-inaugurated by Maulana Abul Kalam Azad, the then Minister of Education, Natural Resources and Scientific Research on 28th of December 1953.

Finally the UGC was established as a statutory organ of the government in November 1956 through an Act of Parliament. The commission has been assigned the duties of coordination, determination and maintenance of standards of university education in India. In order to bring about effective region-wise working of the commission throughout the country, the UGC has decentralised its operations by setting up six regional centres at Pune, Hyderabad, Kolkata, Bhopal, Guwahati and Bengaluru. The head office of the UGC is located at Bahadur Shah Zafar Marg in New Delhi.

Initiatives by UGC

The University Grants Commission (UGC) has its Regional Offices at Hyderabad, Pune, Bhopal, Kolkata, Guwahati and Bangalore. The Northern Regional Office which was earlier located at Ghaziabad has now been functioning from the UGC Head Quarters as Northern Regional Colleges Bureau (NRCB). The UGC has taken up some new initiatives, viz.

- Promotion of Entrepreneurship and knowledge based enterprises.
- Protection of Intellectual Property Rights.
- Promotion of Indian Higher Education abroad.
- Training and development of Academic Administrators.
- Comprehensive Computerisation Initiative.

University Grants Commission (UGC) - Activities

Activities and Programmes to realize its aim of determining and maintaining the educational standards of the university, the University Grants Commission -

- Allocates grants to the universities and colleges out of its own funds for their development or other general purpose.
- Advises the central and state government on disbursing grants to the universities out of the Consolidated Fund of India.
- Advises any authority on the establishment of new university or on the proposal seeking expansion of any university.

- Collects information on university education in India and in other countries.
- Seeks information from the universities from time to time. The information may range from the financial position of the university, their various branches of learning to the rules and regulations followed in a particular university.
- Imparts education to the students in various streams through its Country wide classroom teachings and a four-year old 24 hours educational channel 'Vyas'.
- Conducts National Eligibility Test (NET) through its National Educational Testing Bureau in a bid to determine eligibility for lectureship. It also awards Junior Research Fellowship (JRF), which has been set as the minimum standards for Indian nationals to enter teaching profession and research. Humanities (including languages), Forensic Science, Computer Science, Social Sciences, Environmental Sciences, and Applications and Electronic Science are the subjects in which a student can appear for a JRF.



The University Grants Commission has recently launched an 'e-scripting' course in television for all those students who want to make a career in broadcast media. The course is being run by its Consortium of Educational Communication, an Inter University Centre of the UGC on electronic media.

Functions of University Grants Commission or UGC

The prime functions of the University Grants Commission are as follows:

- It provides funds to the various higher educational institutes.
- It carries out the function of co-ordination, determination and maintenance of standards in institutions of higher education.

In addition to these the University Grants Commission also performs the following functions as well:

- Promoting and coordinating university education.
- Determining and maintaining standards of teaching, examination and research in universities.
- Framing regulations on minimum standards of education.
- Monitoring developments in the field of collegiate and university education; disbursing grants to the universities and colleges.
- Serving as a vital link between the Union and state governments and institutions of higher learning.
- Advising the Central and State governments on the measures necessary for improvement of university education.

Self Assessment

1. Fill in the blanks :

- The University Grants Commission was formed in the year.....
- UGC conducts.....through its national educational testing bureau in a bid to determine eligibility for lectureship.
- UGC advises the central and state government on disbursing grants to out of the consolidated fund of India.
- University Grants Commission was re-inaugurated by.....
- The head office of the UGC is located at.....

National Assessment and Accreditation Council (NAAC)

National Assessment and Accreditation Council, an autonomous body, has been established by the University Grants Commission in 1994 in pursuance of the recommendations made by the National Policy of Education, 1986 and the Programme of Action (POA), 1992 which lay special emphasis on evaluating the quality of higher education in India. The prime mandate of NAAC, as envisaged in its Memorandum of Association (MoA), is to assess and accredit institutions of higher learning, universities and colleges or one or more of their units, i.e., departments, schools, institutions, programmes, etc. The NAAC functions through its General Council and Executive Committee where educational administrators, policy makers and senior academicians from a cross-section of system of higher education are represented.

Under the new methodology introduced by NAAC w.e.f. 1st April, 2007, the higher education institutions are assessed and accredited by a two-step approach. In the first step, the institution is required to seek 'Institutional Eligibility for Quality Assessment (IEQA)' and the second step is the assessment and accreditation of the institute under the grades 'A', 'B', 'C' for accredited institutions; and 'D' for those which are not accredited. NAAC has identified seven criteria- i. Curricular aspects, ii. Teaching-learning and evaluation, iii. Research, Consultancy and extension, iv. Infrastructure and learning resources, v. Student support and progression, vi. Governance and leadership and vii. Innovative practices as the basis for its assessment procedure.

The National Assessment and Accreditation Council (NAAC) is established by University Grants Commission (UGC) to assess and accredit institution of higher learning in the country. The NAAC was originally formed in 1992 as a result of recommendations from 'National Policy on Education - 1986' which emphasizes on deteriorating quality of higher education in the country. The NAAC has opened its office in Bangalore, Karnataka.

The higher education in India has grown at a rapid pace after independence. The country has developed its educational resources in all spheres, be it primary education, secondary education, higher education, technical or higher technical education or research. But the critics says that the country has allowed mushrooming of private institutions offering fancy courses and hence pushing the present and upcoming generation far from moral education. To address the issue the 'National Policy on Education - 1986' and the Plan of Action (POA - 1992) stressed out the need for strategic plans and advocated for the establishment of an independent national accreditation body.

Structure and Working of NAAC

The Assessment and Accreditation council functions through its General Council (GC) and Executive Committee (EC). Both the GC and EC are represented by educational administrators, policy makers and senior academicians from a cross-section of the system of higher education. The president of the GC is Chairperson of the UGC and the chairperson of the EC is an eminent academician. The Director of the NAAC is its academic and administrative head, and is the member-secretary of both the GC and EC. The Council also has many advisory and consultative committees to guide its practices, in addition to the statutory bodies that steer its policies. The NAAC has a core staff and consultants to support its activities. It also receives assistance from a large number of external resources from all corners of the country.

Vision of the NAAC

The activities and future plans of the NAAC are guided by its vision and mission that focus on making quality assurance an integral part of the functioning of higher education institutions. The vision of the NAAC is : To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.

Eligibility

Institutions that wish to be assessed have to record their intention and provide general information about the institution to the NAAC. The format for the letter of intention and the general information required are given in Annexure I and II. On receiving the letter of intention, the NAAC checks the eligibility of the institution. The Executive Committee of the NAAC has resolved as under regarding the eligibility criteria: Any institution of higher education imparting instruction at degree level and above shall be eligible for assessment by the NAAC, provided the institution works under the relevant provisions and discipline of some university established under the Indian law, at least as regards the programmes/courses to be assessed.”

The Methodology

For the assessment of a unit that is eligible to be assessed, the NAAC follows a three stage process which is a combination of self-study and peer review. The three stages are :

1. The preparation and submission of a self-study report by the unit of assessment.
2. The on-site visit of the peer team for validation of the self-study report and for recommending the assessment outcome to the NAAC.
3. The final decision by the Executive Committee of the NAAC.

Accreditation by the NAAC is voluntary and during the first phase of assessment, the NAAC has taken up accreditation of institutions. There is also provision and a separate process to assess and accredit the departments of an institution. Guidelines (manuals) have been developed to suit different units of higher education.



Task

What is the methodology of NAAC for assess any institution?

Criteria for Assessment

The NAAC has identified the following seven criteria to serve as the basis for its assessment procedures :

1. Curricular Aspects
2. Teaching-Learning and Evaluation
3. Research, Consultancy and Extension
4. Infrastructure and Learning Resources
5. Student Support and Progression

Core Values of NAAC

The Indian higher education system is in a constant state of change and flux due to the increasing needs of expanding access to higher education, impact of technology on the delivery of education, increasing private participation and the impact of globalization. Taking cognizance of these developments and the role of higher education in society, NAAC has developed five core values : contributing to national development, fostering global competencies among students, inculcating a value system in students, promoting the use of technology and quest of excellence. The detailed explanation of these values from the NAAC (2004) document on *Guidelines for Re- Accreditation* is presented below.

- (i) Contributing to national development
- (ii) Fostering global competencies among student
- (iii) Inculcating a value system in students
- (iv) Promoting the use of technology
- (v) Quest for excellence

Objectives of NAAC

The activities and future plans of the NAAC are guided by its vision and mission that focus on making quality assurance an integral part of the functioning of higher education institutions. The NAAC has the following prime objectives : to make quality the defining element of higher **education in India** through a combination of self and external quality evaluation, promotion and sustenance initiatives; to arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programme or projects; to stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions; to encourage self-evaluation, accountability, autonomy and innovations in higher education; to undertake quality-related research studies, consultancy and training programme; to collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

Guided by its vision and striving to achieve its mission, the NAAC primarily assesses the quality of institutions of higher education that volunteer for the process, through an internationally accepted methodology. For the assessment of a unit, the NAAC follows a three- stage process which is a combination of self-study and peer review. The three stages are:

- The preparation and submission of a self-study report by the unit of assessment.
- The on-site visit of the peer team for validation of the self-study report and for recommending the assessment outcome to the NAAC.
- The final decision by the Executive Committee of the NAAC.



Did u know? The NAAC certifies institutions of higher learning (Colleges, Universities, Institutes, etc) in the country; however, it does not include the institutes providing technical education. The approval of technical education is done by National Board of Accreditation (NBA), an organization established by All India Council for Technical Education (AICTE), New Delhi.

Functions of NAAC CELL

The National Assessment & Accreditation Council (NAAC) stresses on making quality assurance, an integral part of the functioning of higher education institution. The mission statements of the NAAC aim at translating the NAAC's vision into reality, defining the following key tasks of the organization:

- To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programme or projects.
- To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions.
- To encourage self-evaluation, accountability, autonomy and innovations in higher education.
- To undertake quality-related research studies, consultancy and training programme.
- To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.
- Collect the statistical data with regards to seven criteria
- Get the 'School Profile' prepared
- Get the 'Profile of the Administrative Section' prepared
- Submission of LOI (Letter of Intent)
- Collect the School wise & Administration section wise data based on Questionnaire of NAAC

- Preparation of RAR
- Organise MOCK visits before actual Peer Team Visit
- Suggest Development of Infrastructure & Academics
- Suggest formation of various committees as per guidelines of NAAC

Self Assessment

2. State whether the following statements are 'True' or 'False'.
 - (i) National assessment and accreditation council, an autonomous body has been established by university grants commission.
 - (ii) The Indian higher education system is in a constant state of change and flux due to the increasing needs of expanding access to higher education.
 - (iii) The NAAC has identified the five criteria to serve as the basis for its assessment.
 - (iv) There is not any provision and a separate process to assess and accredit the departments of an institution.

National Council of Teacher Education

Since 1973, the National Council for Teacher Education was an advisory body for the Central and State Governments on all matters pertaining to teacher education, with its Secretariat in the Department of Teacher Education of the National Council of Educational Research and Training (NCERT). Despite its commendable work in the academic fields, it could not perform essential regulatory functions, to ensure maintenance of standards in teacher education and preventing rise of substandard teacher education institutions. The National Policy on Education (NPE), 1986 and the Programme of Action thereunder, envisaged a National Council for Teacher Education with statutory status and necessary resources as a first step for overhauling the system of teacher education.

Objective

The main objective of the NCTE is :

1. to achieve planned and coordinated development of the teacher education system throughout the country.
2. the regulation and proper maintenance of Norms and Standards in the teacher education system and for matters connected therewith.
3. The mandate given to the NCTE is very broad and covers the whole gamut of teacher education programmes including.
4. research and training of persons for equipping them to teach at pre-primary, primary, secondary and senior secondary stages in schools.
5. and non-formal education, part-time education, adult education and distance (correspondence) education courses.

Organisational Structure

NCTE has its headquarter at New Delhi and four Regional Committees at Bangalore, Bhopal, Bhubaneshwar and Jaipur to look after its statutory responsibilities. In order to enable the NCTE to perform the assigned functions including planned and co-ordinated development and initiating innovations in teacher education, the NCTE in Delhi as well as its four Regional Committees have administrative and academic wings to deal respectively with finance, establishment and legal matters and with research, policy planning, monitoring, curriculum, innovations, co-ordination, library and documentation, inservice programmes. The NCTE

Headquarters is headed by the Chairperson, while each Regional Committee is headed by a Regional Director.

Functions of National Council of Teacher Education

The main functions of NCTE fall into two categories:

1. Providing a range of ICT-related support services to schools.
2. Policy development, strategic and administrative functions.

ICT support services to schools

- Providing relevant and up to date ICT advice and support to schools on a range of appropriate and suitable technologies
- Coordinating the Schools Broadband Programme for all primary and post-primary schools, and managing the Broadband Service Desk as a single point of contact for schools to support the delivery of online content and learning resources
- Designing and delivering a comprehensive national programme of continuing professional development for teachers to assist them in integrating ICT into learning and teaching
- Supporting and promoting the use, application and development of digital content which is relevant to the Irish curriculum
 - (i) through the on-going development of Scoilnet as a portal site, which provides access to thousands of teacher reviewed resources relevant to the Irish curriculum.
 - (ii) through the evaluation and development of digital materials and resources (including software) and
 - (iii) project partnerships
- Developing internet safety programmes, subject modules and advising on the development and use of, Acceptable Use Policies (AUPs) in schools
- Supporting and facilitating leadership in schools as it relates to e-Learning planning
- Supporting the innovative use and integration of ICT in schools through pilot projects
- Providing a general ICT advice service to schools via the phone, email and the NCTE website.

Policy development, strategic and administrative functions

- Providing advice to & developing policy proposals for the Department of Education and Skills (DES) on issues related to the development & use of ICT in the Irish education system
- Providing support to the Minister as regards strategic issues relating to ICT and education
- Providing information and advice to other educational agencies on ICT in education
- Encouraging the integration of ICT in education across other organisations, agencies, and in industry.
- Promoting curriculum innovations to enhance learning through the use of ICTs in the classroom.
- Undertaking research on the best uses of ICT in education and on the status of ICT in education on a national level
- Maintaining Irish involvement in EU and international projects related to ICT and education
- Participating in and contributing to the work of a wide range of working groups and committees at national and international levels
- Managing the funding for the administration of the schools ICT support service

Self Assessment

3. Multiple choice questions: *Choose the correct option.*

- (i) NCTE's head quarter is at..... .
 (a) New Delhi (b) Bangalore (c) Bhopal (d) Jaipur
- (ii) The NCTE head quarter is headed by the -
 (a) Coordinator (b) Chairperson (c) Regional director (d) Chancellor
- (iii) The NCTE has..... regional committees.
 (a) 2 (b) 3 (c) 4 (d) 5

Summary

- The University Grants Commission (UGC) is a statutory organisation by an Act of Parliament in 1956. It is a national body for the coordination, determination and maintenance of standards of university education.
- The University Grants Commission (UGC) has its Regional Offices at Hyderabad, Pune, Bhopal, Kolkata, Guwahati and Bangalore.
- Education Commission was set up which recommended that the University Grants Commission be remodelled according to the University Grants Commission of the United Kingdom with a full time Chairman and the other members of the Commission should be recruited from educationists of repute.
- The prime functions of the University Grants Commission are as follows: (i) It provides funds to the various higher educational institutes; (ii) It carries out the function of co-ordination, determination and maintenance of standards in institutions of higher education.
- Promoting and coordinating university education.
- Determining and maintaining standards of teaching, examination and research in universities.
- Framing regulations on minimum standards of education.
- Monitoring developments in the field of collegiate and university education; disbursing grants to the universities and colleges.
- National Assessment and Accreditation Council, an autonomous body, has been established by the University Grants Commission in 1994 in pursuance of the recommendations made by the National Policy of Education, 1986 and the Programme of Action (POA), 1992 which lay special emphasis on evaluating the quality of higher education in India.
- The activities and future plans of the NAAC are guided by its vision and mission that focus on making quality assurance an integral part of the functioning of higher education institutions. The vision of the NAAC is : To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.
- Institutions that wish to be assessed have to record their intention and provide general information about the institution to the NAAC.
- On receiving the letter of intention, the NAAC checks the eligibility of the institution. The Executive Committee of the NAAC has resolved as under regarding the eligibility criteria.
- For the assessment of a unit that is eligible to be assessed, the NAAC follows a three stage process which is a combination of self-study and peer review. The three stages are: 1. The preparation and submission of a self-study report by the unit of assessment; 2. The on-site visit of the peer team for validation of the self-study report and for recommending the assessment outcome to the NAAC; 3. The final decision by the Executive Committee of the NAAC.

Notes

- The NAAC has identified the following seven criteria to serve as the basis for its assessment procedures: 1. Curricular Aspects; 2. Teaching-Learning and Evaluation; 3. Research, Consultancy and Extension; 4. Infrastructure and Learning Resources; 5. Student Support and Progression.
- The activities and future plans of the NAAC are guided by its vision and mission that focus on making quality assurance an integral part of the functioning of higher education institutions. The NAAC has the following prime objectives : to make quality the defining element of higher **education in India** through a combination of self and external quality evaluation, promotion and sustenance initiatives; to arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programme or projects; to stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions
- Collect the statistical data with regards to seven criteria
- Get the 'School Profile' prepared
- Get the 'Profile of the Administrative Section' prepared
- Submission of LOI (Letter of Intent)
- Collect the School wise & Administration section wise data based on Questionnaire of NAAC
- Preparation of RAR
- Since 1973, the National Council for Teacher Education was an advisory body for the Central and State Governments on all matters pertaining to teacher education, with its Secretariat in the Department of Teacher Education of the National Council of Educational Research and Training (NCERT).
- The main objective of the NCTE is: 1. to achieve planned and coordinated development of the teacher education system throughout the country; 2. The mandate given to the NCTE is very broad and covers the whole gamut of teacher education programmes including; 3. research and training of persons for equipping them to teach at pre-primary, primary, secondary and senior secondary stages in schools.
- NCTE has its headquarter at New Delhi and four Regional Committees at Bangalore, Bhopal, Bhubaneswar and Jaipur to look after its statutory responsibilities. In order to enable the NCTE to perform the assigned functions including planned and co-ordinate development and initiating innovations in teacher education, the NCTE in Delhi as well as its four Regional Committees have administrative and academic wings to deal respectively with finance, establishment and legal matters and with research, policy planning, monitoring, curriculum.
- The main functions of NCTE fall into two categories: 1. Providing a range of ICT-related support services to schools; 2. Policy development, strategic and administrative functions.
- Providing relevant and up to date ICT advice and support to schools on a range of appropriate and suitable technologies
- Coordinating the Schools Broadband Programme for all primary and post-primary schools, and managing the Broadband Service Desk as a single point of contact for schools to support the delivery of online content and learning resources
- Designing and delivering a comprehensive national programme of continuing professional development for teachers to assist them in integrating ICT into learning and teaching
- Providing advice to & developing policy proposals for the Department of Education and Skills (DES) on issues related to the development & use of ICT in the Irish education system.
- Providing support to the Minister as regards strategic issues relating to ICT and education
- Providing information and advice to other educational agencies on ICT in education
- Encouraging the integration of ICT in education across other organisations, agencies, and in industry..

Keywords

Notes

- Statutory : Fixed by law, that must be done by law.
- Regional : Relating to region.
- Co-ordination : The act of making parts of something, groups of peoples work together in an efficient and organized way.
- Assessment : The act of judging or forming an opinion about something.
- Accreditation : an official approval given by organisations stating that something or somebody has achieved a required standard.
- Administrative : Connected with organizing the work of a business or an institution.

Review Questions

- 1 Give a brief introduction of university grants commission.
- 2 Write five main functions of UGC.
- 3 Explain about National Assessment and Accreditation Council (NAAC). Give its functions also.
- 4 What is the criteria for assessment of an higher education institution of NAAC?
- 5 Explain the organisational structure of National Council of Teacher Education (NCTE).
- 6 What are the main functions of NCTE.

Answer: Self Assessment

1. (i) 1945 (ii) National Eligibility for Lectureship (NET)
(iii) Universities (iv) Maulana Abul Klam Azad
(v) New Delhi
2. (i) True (ii) True (iii) False (iv) False
2. (i) (a) (ii) (b) (iii) (c)

Further Readings



Books

1. Development of Education Systems : *J.C. Aggarwal, Dash Bn, Shipra Publications.*
2. Educational Regimes in Contemporary India : *Radhika Chopra, Patricia M Jeffery, Dash Bn.*
3. Development of Education System : *Mel Ainscow, Alan Dyson, Susan Goldrick.*

Unit 14: Constitutional Provisions with Special Reference to Education in India

CONTENTS

Objectives

Introduction

Constitution Provisions with Reference to Education

Entries for Education in Union List

Reservation in Education

Summary

Keywords

Review Questions

Further Readings

Objectives

The objectives of this unit can be summarized as below:

- to explain Constitution provisions with reference to education.
- to discuss the entries for education in union list.
- to describe about the reservation in education.

Introduction

15th August 1947 is a red letter day in Indian History when India got freedom. The Constitution of the country was adopted on Nov. 26, 1949 and came into force on Jan 26, 1950. The Preamble of the Constitution outlines the social philosophy which should govern all our institutions including educational. Right to Education is one of the fundamental rights enshrined in the Constitution of India. The Constitution of India gives a few directions and suggestions for the development of education in the countries which are also called constitutional provisions.

Constitution Provisions with Reference to Education

The following provisions have a great bearing on the functioning of the educational system in India:

Article 28: According to our Constitution article 28 provides freedom as to attendance at religious instruction or religious worship in educational institutions.

Article 29: This article provides equality of opportunity in educational institutions.

Article 30: It accepts the right of the minorities to establish and administrate educational institutions.

Article 45: According to this article "The state shall endeavour to provide within a period of ten years from the commencement of this Constitution for free and compulsory education for all children until they complete the age of 14 years."

We notice that the responsibility for universal elementary education lies with the Central Government, the State Governments, the Local Bodies and voluntary organisations.

Article 46: It provides for special care to the promotion of education and economic interests of the scheduled caste, scheduled tribes and the weaker sections of society.

Article 337: This provides for special provision with respect to educational grants for the benefit of Anglo-Indian community.

Article 350A: This article relates to facilities for instruction in mother tongue at primary stage.

Article 350B: It provides for a special offer for linguistic minorities.

Article 351: This article relates to the development and promotion of the Hindi language.

The seventh schedule of the Indian Constitution contains legislative powers under three lists viz. The Union List, the State List and the Concurrent List

Entries for Education in Union List

This list contains 97 subjects where the following entries are related to education:

Entry 13: To provide Educational and Cultural relations with foreign countries.

Entry 62: The institutions known at the commencement of the Constitution as National Library, The Indian Museum, the Imperial War Museum, the Victoria Memorial, and Indian War Memorial. Any other such institutions financed by the Government of India wholly or in part and declared by the Parliament by law to be an institution of national importance.

Entry 63: Institutions of national importance. The institution known at the commencement of this Constitution as the BHU, AMU and Delhi University etc. declared by Parliament by law to be an institution of national importance.

Entry 64: The institution of scientific and technical education financed by the Government of India wholly or in part and declared by law to be institutions of national importance like IITs and IIMs.

Entry 65: Union agencies and institutions for:

- (i) Professional, vocational or technical training, including the training of police officers.
- (ii) The promotion of special studies or research.
- (iii) Scientific or technical assistance in the investigation or detection of crime.

Entry 66: Coordination and determination of standards in the institution of higher education or research and scientific and technical institutions.

State List:

State list consists of 66 entries, out of which the following is the entry related to education:

Entry 12: According to this entry all libraries, museums and other similar institutions controlled or financed by the state, ancient and historical monuments and records other than those declared by or under law made by the Parliament to be of the national importance.

Concurrent List:

It comprises 47 entries, among them the following are related to education:

Entry 20: Economic and social planning.

Entry 25: Education, including technical education, medical education and universities subject to provision of entries 63,64,65,66 of list (Union List).

Entry 34: Newspapers, books and printing presses.



What provisions are to be given to minorities of education?

Self Assessment

1. Fill in the Blanks :
 - (i) Article of constitution provides equality of opportunity in educational institutions.
 - (ii) Article 46 provides special care to the promotion of education and economic interests of the ,and weaker sections of society.
 - (iii) Article 350A relates to facilities for instruction inat primary stage.
 - (iv)provides educational and cultural relations with foreign countries.
 - (v) The state list consists entries.

Reservation in Education

Education of minorities

Article 28 of the Constitution has made certain provisions for the education of the minorities including

- (i) If any institution has been established under any endowment trust even if administrated by state, can impart religious education.
- (ii) None person attending an educational institution recognized by the state or receiving funds from state government shall be required to take part in any religious worship or instruction that may be conducted in such institutions or in any premises attached there to unless such person or if such person in a minor and his guardian has given his consent thereto.



Did u know?

According to article 28 of the constitution no religious instruction shall be provided in educational institutions wholly maintained out of state funds.

Cultural and Educational Rights

Under article 29 and 30 for the protection of educational interest of minorities viz.

- (i) **Article 29 (i):** Any section of citizen residing in the territory of India on any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same.
- (ii) **Article 30 (i):** All minorities whether based on religion or language shall have the right to establish and administer educational institutions of their choice.
- (iii) **Article 30 (ii):** The state shall not in granting and to educational institution discriminate against any educational institution on the ground that it is under the management of a minority whether based on religion or language.
- (iv) To make any law providing for the compulsory acquisition of any property of any educational institutions established and administrated by minorities, the state shall ensure that the amount fixed by or determined under such law for acquisition of such property is such as would not restrict on abrogate the right guaranteed to them.

Admissions

- (i) Article 29 (II) states that no citizen of India can be denied admission into any educational institution, which is either maintained by the state or receiving aid out of state funds on ground only of religion, race, caste, language or any of them.
- (ii) Article 15 (III) states that to make special provisions for women. Hence, separate educational institutions for women can be established.

Mother Tongue

For promotion of teaching of mother tongue the Constitution of India has made some provisions for Hindi language.

Article 350 (A): It shall be endeavour of every state and local authorities with the state to provide adequate faculties for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups : the President may issue directions to any state as he considers necessary for recurring the facilities.

Article 351: It is to promote the development of Hindi language and slates that it shall be the duty of the Central Government to promote the spread of Hindi language in the entire country.

Right to Education

Article 41 of the Constitution provides that "All the citizens have equal right to education ". It states. "The state shall, within the limits of its economic capacity and development, make effective provisions for the right to work, to education and to public assistance in cases of employment, old age, sickness and disablement".

Weaker Section

Our Constitution has made some special provisions for the weaker sections of our society viz.

Article 45: The state shall endeavour to provide within a period often years from the commencement of the Constitution for the free and compulsory education for all children until they complete the age of 14 years.

Article 46: The state shall promote with special care the educational and economic interests of weaker sections of the people and, in particular, of the scheduled caste and scheduled tribes, and shall protect them social injustice and all forms of exploitations".

The Supreme Court of India has given the following guidelines to promote education of the people:

- (i) The state can make regulatory measures to promote efficiency of education.
- (ii) Educational institutions of minority groups cannot claim immunity from general laws such as contract law, labour law and industrial law etc.
- (iii) The state can take over the management of the institutions of minority groups in case of irregularity and inefficiency.
- (iv) Teachers have the right to approach to the Arbitration Tribunal in case of any injustice to them by the institution.

Self Assessment

2. State whether the following statements are 'True' or 'False':

- (i) Article 29 and 30 of constitution are for the protection of educational interest of minorities.
- (ii) Article 15 (III) states that separate educational institutions for women cannot be established.
- (iii) According to constitution, free and compulsory education should be provided to all children until they complete the age of 10 years.
- (iv) Educational institutions of minority groups cannot claim immunity from general laws such as contract law labour low and industrial low.

Summary

- There are so many provisions for education at each perspective in India.
- **Article 28:** Provides freedom for religious worship in educational institution.
- **Article 29:** provides equality of opportunity in educational institutions.

Notes

- **Article 30:** provides rights to minorities to establish and administrate educational institutions.
- **Article 45:** provides free and compulsory education for all children.
- **Article 46:** provides special care to the promotion of education of SC, ST and weaker sections of society.
- **Article 350A:** relates facilities for instruction in mother tongue.
350B: provides for a special offer for linguistic minorities.
- **Article 351:** relates to development and promotion of Hindi language.
- The union list contains 97 entries; entry 13, 62, 63 and 64, 65 and entry 66 are related to education.
- The state list consists of 66 entries in which entry 12 is related to education.
- Concurrent list consists 47 entries in which entry 20, 25, 34 are related to education.
- Some special articles related to education are:
 - (i) **Article 28 of the constitution:** according to it no religious instruction shall be provided in educational institution.
 - (ii) **Cultural and education right:** protection of educational interest of minorities. Except it provision for admission and mother tongue.
 - (iii) **Right to education:** provides to education for all citizens.

Keywords

- **Constitution** : The system of laws and basic principles that a state, a country is governed by that they need or want.
- **Provision** : The act of supplying somebody with something.
- **Article** : A separate item (law) in a constitution.
- **Entry** : A piece of information that is written about some particular law in the constitution
- **Concurrent** : Existing or happening at the same time.

Review Questions

1. Write the implications of the following articles of constitution (a) Article 28 (b) Article 46 (c) Article 350 A and B
2. Describe about the education of minorities.
3. What are cultural and educational rights?
4. What are the special provisions of education for weaker sections?
5. How many entries are in state list?

Answers: Self Assessment

1. (i) 29 (ii) Schedule caste, schedule tribe
(iii) mother tongue (iv) entry 13 (v) 66
2. (i) True (ii) False (iii) False (iv) True

Further Readings



1. Development of Education Systems : *SC Shao, Dash Bn, JC Aggarwal.*
2. Development of Education System : *Briyithore Dayal, Katia K., Dash Bn.*

Unit 15: Universalization of Elementary Education: Concept and Problems

Notes

CONTENTS

Objectives

Introduction

Concept of Universalisation of Elementary Education

Problems of Universalization of Education and their Remedies

Summary

Keywords

Review Questions

Further Readings

Objectives

The Objectives of this unit can be summarized as below:

- to explain universal elementary education.
- to describe about the Problems of Universalization of Education and their Remedies

Introduction

Free and compulsory education to all children up to the age of fourteen years is the Constitutional commitment in India. At the time of adoption of the Constitution in 1950, the aim was to achieve the goal of Universalisation of Elementary Education (UEE) within the next ten years i.e. by 1960. Keeping in view the educational facilities available in the country at that time, the goal was far too ambitious to achieve within a short span of ten years. Hence, the target date was shifted a number of times. Till 1960, all efforts were focused on provision of schooling facilities. It was only after the near realization of the goal of access that other components of UEE, such as universal enrolment and retention, started receiving attention of planners and policy makers. It is the Quality of Education, which is at present in the focus in all programmes relating to elementary education in general and primary education in particular.

Concept of Universalisation of Elementary Education

Education is the basic requirement for success of democracy and progress of country. Universalization of elementary education is a provision to provide free educational opportunities to all children of the society irrespective of caste, creed and sex.

Article 45 of the Indian Constitution directed that "The state shall endeavor to provide within a period of ten years from - the commencement of this constitution for free and compulsory education for all children until they complete the age of fourteen years".

Since independence many steps have been taken and different commissions and committees have given suggestions to achieve universalization of Primary Education. But it is still far from the hope and the national target.

Historical Background

Compulsory provision of Universal Elementary Education is an extremely modern concept. No solid efforts were made till the beginning of the 20th century. The earliest attempt during

Notes

British Rule for enforcing compulsory primary education was undertaken by William Adam in 1838.

In 1852, Captain Wingate, the Revenue Survey Commissioner in Bombay proposed to impart compulsory education to the children of agriculturists after realizing a less of 5 per cent for it. Later on a similar proposal was also followed in Gujarat.

A strong consciousness for the need of compulsory Primary Education in India was effected by enactment of the compulsory Education act in 1870 in England. A number of Indian leaders began to stress the need for primary education. In 1906 a Committee was appointed in Bombay Province and it arrived at a conclusion that Compulsory Education was not proper and people were not prepared for it.

With the advent of complete independence in 1947, the advocate of Universal Primary Education had to speak to their Indian administrators and officers. The education of the school going children of the country now became the responsibility of the people.

In 1950 the provision of Universal Primary Education was incorporated in the Article 45 of the Constitution of India. "The state shall Endeavour to provide within a period of 10 years from the commencement of the Constitution free and compulsory education for all children until they complete the age of 14 years".

The provision of Universalization of Primary Education was scheduled to be achieved by 1960. But a view of the immense difficulties such as lack of adequate resources, tremendous increases in population, resistance to the education of girls, large number of children of the backward classes in very low literacy regions, general poverty of the people, apathy of illiterate Parents etc. it was not possible to make adequate progress and as such, the constitutional Directive has remained unfulfilled.

And so, the universalization of primary education remains a national problem. The problems from the surface over a period of more than 3 decades and with planned schemes under six Five Year Plans looks modest but it really poses to be formidable.

An insistent demand was made that Government should fix an early deadline for its fulfillment and should prepare a concrete programme of action for the purpose. Government decided to achieve the goal of universalization of all children on a time-bound programme as recommended by the Conference of State Education Ministers in 1977.

Position of Elementary Education in India

Significant efforts have been made in the last fifty years to universalize elementary education. Since 1950, impressive progress has been made in every sphere of elementary education. In 1950-51, there were about 210 thousand primary and 14 thousand upper primary schools. Their numbers are now increased to 627 thousand and 190 thousand; thus showing an average annual growth of 2.30 and 5.58 per cent per annum. As many as 83 per cent of the total 1,061 thousand habitations have access to primary schooling facilities within 1 km and 76 per cent habitations to upper primary schooling facilities within a distance of 3 km. About 94 and 85 per cent of the total rural population is accessed to primary and upper primary schools/sections. The ratio of primary to upper primary schools over time has improved which is at present 3.3. More than 84 per cent of the total 570 thousand primary schools had school buildings. The number of single-teacher primary schools has also considerably declined.

The number of teachers both at the primary and upper primary levels of education over time has increased many folds. From a low of 538 thousand in 1950-51, the number of primary school teachers increased to 1,904 thousand. Similarly, upper primary teachers during the same period increased from 86 thousand to 1,278 thousand. The pupil-teacher ratio is at present 42: 1 at the primary and 37:1 at the upper primary level of education. Despite the significant improvement in number of teachers, the percentage of female teachers is still low at 35 and 36 per cent respectively at the primary and upper primary level of education. However, the majority of teachers, both at the primary (87 per cent) and upper primary (88 per cent) levels, are trained.

Over a period of time, enrolment, both at the primary and upper levels of education, has increased significantly. From a low of 19 million in 1950-51, it has increased to about 111 million in 1998-99 at the primary and from 3 to 40 million at the upper primary level till now. At present, the enrolment ratio (gross) is 92 and 58 per cent respectively at the primary and upper primary level of education. The percentage of girl's enrolment to the total enrolment at the primary and upper primary level of education in 1998-99 was about 44 and 41 per cent. Despite improvement in retention rates, the drop out rate is still high at 40 and 57 per cent respectively at the primary and elementary level of education. The transition from primary to upper primary and upper primary to secondary level is as high as 94 and 83 per cent. However, the learner's achievement across the country remained unsatisfactory and far below than the expectations. The Government of India initiated a number of programmes and projects to attain the status of universal enrolment. Despite all these significant achievements, the goal of universal elementary education remains elusive and far a distant dream.

School Structure

As mentioned above that free and compulsory education to all children up to the age fourteen is constitutional commitment. In 1993, the Supreme Court of India declared education up to fourteen years of age to be a fundamental right of children in India. The entire school education can be divided in to four parts, namely, primary, upper primary, secondary and higher secondary levels. The National Policy of Education (1968 & 1986) and its revised formulation (1992) envisaged a uniform pattern of school education (10+2 pattern, 12 years of schooling) across the states. Since education is on the concurrent list, i.e. state subject; the States & UTs are free to evolve their own pattern of school education. Eight years of primary education is envisaged in two stages: a junior stage covering a period of five years and a senior stage covering a period of 3 years. It needs to be mentioned that 8 years of compulsory education was envisaged as one integrated unit, although there were two stages in the cycle. Hence elementary education became the compulsory component of education in India. It is this compulsory stage that has been incorporated as a directive principle in the constitution in 1950. The official age (entry) to obtain admission in Grade I is 6 years but a few States & UTs have 5 years as entry-age. The Government has recently decided to re-introduce the Constitutional Amendment Bill, which will make elementary education a fundamental right. This will be implemented as a part of the Sarva Shiksha Abhiyan. It may however be noted that about 10-12 states have already made elementary education compulsory. But the situation in most of these states is not different than other states with regards to enrolment and retention.



Did u know? The National Policy on Education (1987 & 1992) recommended strengthening of ECCE programme as an essential component of human development and UEE.

Problems of Universalization of Education and their Remedies

Universalization of Elementary Education is Constitutional directive. Education is every body's birth-right and it is binding on any government to provide facilities for education for children who are born and reach the school-going age.

It was stipulated to achieve Universalization within 10 years from the introduction of Constitution and that is by 1960. But it is now more than three decades after the scheduled time. Now the problems with certain possible remedies to solve them have been discussed as follows:

(1) Faulty Policy of Government: The constitutional directive is that states shall endeavour to provide free and compulsory education to all children until they complete the age of 14 years. But it is a matter of regret that the prescribed goal has not been reached as yet. The main cause for this is that the policy of Government was based on idealism.

Basic education was accepted as the form of national education. Being inspired with this aim, work started to convert the existing primary schools into basic schools. India is a vast country

with a very large population. Money was too much in shortage for implementation of so expensive a scheme of conversion of a large number of Elementary Schools.

Government has also admitted this. In such a situation, the best policy would have been to make separate treatment for the basic schools along with the general primary and middle schools.

(2) Political Difficulties: Education is the basis of democracy. It is necessary to educate the citizens in order to make democracy a success. But so far the Government of India has not been able to devote their full attention towards education.

Main reason is that since the attainment of Independence, Government had to face the problems of food, of inimical neighbours, the problem of Kashmir, the problem of linguistic states etc. Those problems still exist and these problems have all along forced to allocate so much money that Government has not been able to devote their due attention for elementary education.

The Government is responsible to solve the political problems; the Government is also duty-bound for smooth progress of public education. On no account, this indifference of Government towards universal primary education could be justified.

(3) Faulty Administration of Education: In most of the states the responsibility of universal primary education is on the authorities of Blocks, Municipalities and Educational Districts. The progress of expansion of primary education gets slow because of the indifference and incapability of these institutions.

In fact, it is the responsibility of the nation to educate its citizens. It is necessary that the Government of India should take upon itself the sacred work of universal enrolment and universal retention at the Elementary stage. In fact it is the responsibility of the action to educate its citizens.

(4) Dearth of Money: Inadequacy of money is a serious problem that confronts primary schools. Income of the local institutions responsible for primary education is so much limited that they are totally incapable of meeting the expenditure of compulsory education.

To meet the requirements of compulsory basis education it was estimated that an annual expenditure of Rs.269.5 crores will be required. But in the First Five Year Plan the allocation was Rs. 93 crores and this allocation was reduced to Rs.89 crores in the Second Plan. So sincere and honest efforts should be made to educate as many children as possible so as to banish illiteracy to the maximum extent possible. Only after abolition of illiteracy, quality of education as a matter of importance should come.

(5) Dearth of Trained Teachers: There is shortage of trained teachers to make Elementary Education Universal and compulsory. Nowadays, the young teachers do not wish to work in rural areas. But the fact remains that majority of Primary Schools are in rural areas. The chief reason of non-availability of suitable teachers is that teaching work is not attractive for many persons, since the salary of primary teachers is hopelessly low.

The condition of Scheduled areas is still more miserable. The hilly and impassable jungle areas with very poor communication and transport facilities fail to attract the present day luxury-loving young men. Teachers should be provided with proper residence in the villages of their work. The question of Women teachers is very much special.

So the question of teacher's quarters, residential schools, especially residential Ashram Schools in the Scheduled areas should be provided. The quality of teachers can be improved by executing a training programme for the untrained teachers in service on basis of study-leave basis.

(6) Establishment and School Buildings: Even the Third and Fourth All India Educational Surveys indicate that even now there are lakhs of villages and habitations without schools. There are nearly 4 lakhs schoolless villages in India which are to be given schools. It is not that easy to provide necessary funds for setting up such a large number of schools with buildings and other equipments.

In order to meet this problem of new buildings along with the existing schools in private houses, temples, verandah of rich persons, residence of teachers etc. should be met by construction of low cost houses of thatch or tile with local materials; looking to the weather conditions of certain places open air stands may be taken up in the Shanti-Niketan pattern.

All the same, the Primary schools should have accommodations of their own as far as practicable. Problem of school houses along with the problem of lack of teachers in all the primary schools can be solved through shift system in the existing schools. In order to enrol the additional age- group 6-14 children additional section rooms should be constructed.

(7) Unsuitable Curriculum: The curriculum for primary schools is narrow and unsuitable to the local needs. The curriculum should be interesting for the children for its continuance. Learning by work should replace the emphasis on monotonous bookish knowledge. Education of craft should be given in the primary schools in accordance with the local needs and requirements. But the schemes of craft education in the primary schools should not of highly expensive ones.

(8) Wastage and Stagnation: It is another major problem and great obstacle for universalization of Elementary Education. Out of every 100 students enrolled in class - I more than half leave schools by Class IV, only 32 pupils reach class V and only 26 reach class VIII. This is due to the lack of educational atmosphere, undesirable environment, lack of devoted teachers, poor economic condition of parents, absence of proper equipment etc.

In order to check such massive wastage and stagnation at the primary stage, existing educational system and curriculum should be reformed, teaching method should be interesting, school buildings should be adequate and neat and clean, and the parents should be educated. These may help the problem of wastage and stagnation to be solved.

(9) Natural Obstacles: Natural barriers are the great obstacles in the way of expansion of compulsory education. The village and small habitations in areas of Himalayan regions, Kashmir, Garhwal, Almora with less population are situated in distances apart.

So also the desert areas in Rajasthan, the dense forest areas in Madhya Pradesh, Orissa, Assam and many Southern States create problems for expected enrolment. These are very very difficult areas with lack of communication and of Education and School Organization absence of transport. It is desirable to make provision, for schooling facilities even in small habitations without leaving much for mobility of small children in the severe cold, heat or heavy rains

(10) Social Evils: Social evils like superstition, illiteracy faith in ancient conventions and customs, child marriages, untouchability, pardah system etc. create innumerable obstacle in the expansion of compulsory primary education. Still man; persons get their sons and daughters married at a very minor age against the Child Marriage Prohibition Act and deprive these school-going children of the fruits of education.

Because of illiteracy and ignorance these social evils grow. The educated young men and women should volunteer themselves to remove these evils of society in their neighbourhood. Against these social evils, the work of expansion of universal enrolment should not be slackened, since social evils flourish because of illiteracy and ignorance.

(11) Language Problem: 1961 Census reports about 826 languages and 1652 dialects in the country. The Constitution of India, 1950 mentions 14 languages, which can be made medium of education. Compulsory education has not been fully introduced among the Scheduled Castes and Scheduled Tribes and denotified tribes in the country. This is due to the hindrances of languages as medium of education.

In the Five Year Plans the incentive programmes of free text-books, free uniform, stipends in hostels, and conversion of Residential Ashram Schools etc. do not improve matters much.

The responsibility of education of these castes and tribes, who are staggering under the weight of misery and poverty for centuries, should not be left alone on Govt. Voluntary and philanthropic organization and people should come forward to assist the Government in this sacred and significant work of the nation.



How do natural circumstances become obstacles in universalization of elementary education?

Self Assessment

1. Multiple choice questions :
Choose the correct option.
 - (i) The provision of "Universal Elementary Education was incorporated in the article 45 of the constitution of India in
 (a) 1940 (b) 1950 (c) 1960 (d) 1970
 - (ii) The official age (entry) to obtain admission in Grade I is..... years.
 (a) 2 years (b) 4 years (c) 6 years (d) 8 years
 - (iii) The constitutional directive is that states shall endeavor to provide free and compulsory education to all children until they complete the age of
 (a) 14 years (b) 15 years (c) 16 years (d) 17 years
 - (iv) The constitution of India, 1950 mentions,..... languages which can be medium of education.
 (a) 10 (b) 12 (c) 14 (d) 16
 - (v) The national policy of education (1986) and its revised formulation (1992) envisaged a uniform pattern of school education..... pattern.
 (a) 10 + 2 (b) 11 + 1 (c) 9 + 2 (d) 8 + 4
 - (vi) Basic education was accepted as the form of
 (a) National education (b) Commercial education
 (c) State education (d) Government education

Summary

- Universal Elementary Education in the literal sense would mean everyone in a population having a full primary school education.
- Elementary education denotes and implies that this is the first level of education leading on to higher levels of education.
- The UNESCO organised regional conferences of the 1960's defined UEE in the context of having all children of school age entering primary school and enrolment targets were set.
- The implementation of automatic progression and compulsory education policies probably led to the emergence of the problem of quality.
- The comparative data presented is intended to provide a more informative and descriptive picture rather than one from which inferences can be made on cause and effect.

Keywords

- Universalization : The process of to make anything universal, or involving all the people in the world.
- Faulty : Not perfect, not working or made correctly.
- Administration : The activities that are done in order to plan, organize and run a business, school or other institution.

- Dearth : A lack of something
- Stagnation : The process of not developing, growing or changing.
- Obstacles : A situation, an event etc. that makes it difficult for you to do or achieve something.

Review Questions

1. What is “universalisation of elementary education”?
2. Give a historical recap on provision of universal elementary education.
3. Discuss on school structure of India.
4. What are the problems in implementing of universalisation of elementary education?
5. Describe the position of elementary education in India.

Answer: Self Assessment

1. (i) (b) (ii) (c) (iii) (a) (iv) (c)
(iv) (a) (ii) (a)

Further Readings



1. Development of Education Systems : *Dash Bn, JC Aggarwal, SC Shao, Shipra Publications*
2. Development Of Educational System In India (Hardbound) : *A K Agrawal, Geoff Doherty(Editor), Geoffrey D Doherty (Other)*
3. Educational Regimes in Contemporary India : *Radhika Chopra, Patricia M Jeffery, Mel Ainscow, Alan Dyson*

Unit 16: Programmes of UEE

CONTENTS

Objectives Introduction

Meaning of Universalisation of Elementary Education

Significance of UEE

Programmes of UEE

Progress in UEE since Independence

Measures for the Achievement of the Goal of UEE

New Scheme Elementary Education

Strategies for Universalisation of Elementary Education: Tenth Five Year Plan (2002-2007)

Summary

Keywords

Review Questions

Further Readings

Objectives

The objectives of this unit can be summarized as below:

- To discuss about meaning of universalisation of elementary education
- To describe about significance of UEE
- To explain about Programmes of UEE
- To describe about the progress in UEE since independence
- To discuss about the measures for the achievement of the goal of UEE
- To explain about New Scheme Elementary Education
- To discuss about Strategies for Universalisation of Elementary Education: Tenth Five Year Plan(2002-2007)

Introduction

Four and a half decades ago, we in India had taken a pledge through our Constitution that within a period of ten years from 1950, free and compulsory elementary education would be provided to all children up to 14 years of age. Since 1950, determined efforts were made towards the achievement of this goal. Over the years, there have been very impressive increases in the number and spread of institutions as well as enrolment. Today, India has about 574,000 primary schools (classes I-V) and 156,000 upper primary schools (classes VI-VIII), the number of teachers in them being 1.705 million and 1.082 million respectively. The enrolment at the primary and upper primary stages is 109 million and 40 million respectively. The Indian elementary education system is thus one of the biggest such systems in the world, providing accessibility within 1 km to over 825,000 habitations covering 94 per cent of the country's population. During the past one decade the enrolment rate has grown close to 100 per cent at the primary stage.

Meaning of Universalisation of Elementary Education

Universalisation of elementary education in India implies that all children in the age-group 6 to 14 (Class I to VIII), belonging to the rich and the poor, the male and female, the rural and the urban and in places which are accessible with difficulty must be provided with elementary education.

Universalisation of elementary education also means free education. In some of the advanced countries free education means no fees, free books and stationery, free mid-day meals and free school transport. But in developing countries like India, it has not been possible to provide all these facilities free of cost. Of course, education at this stage is free of tuition fee in state run/local bodies aided schools. Other facilities on a selective basis are also provided.

Universalisation of primary of elementary education involves the following three stages of steps:

- (a) Universalisation of Provision.
 - (b) Universalisation of Enrolment.
 - (c) Universalisation of Retention.
- (a) **Universalisation of Provision:** It means that school facilities should be provided to all the children between the age group 6 to 14 years in the country within the walking distance of a child. We have fairly succeeded as far as this provision is concerned.
- (b) **Universalisation of Enrolment:** All children between the age group 6 to 14 years must be enrolled. For this, compulsory legislation must be passed. Under legislation, parents can be fined for not sending their children to schools. However this provision has not been fulfilled in our country.
- (c) **Universalisation of Retention:** By this we mean that once a child joins an elementary/ primary school, he should remain there till he completes all 8 classes. If the child leaves the school in between, the idea of universalisation stands defeated. It gives birth to problem of wastage. Mere enlistment of children is not enough. They have to be retained for eight years from Classes I to VIII.



Did u know? Unfortunately, in our country 55% of all the first admission leave the primary school before completing it.

Significance of UEE

It is universally accepted that the provision of UEE is the true index of the general, economic, political and social development of a country. Primary education contributes to national development. Various studies have clearly demonstrated that countries which have made proper provision for UEE are far ahead of those with inadequate provision. On account of its importance, the Constitution of India enjoins upon the State to make provision for it. UEE assumes special significance for a developing country like India where elementary education is the end of nearly 45 per cent of the people.

UEE education is needed on account of the following considerations:

1. Preservation and promotion of culture.
2. Enrichment of life of an individual.
3. Promotion of values like give and take, mutual appreciation and tolerance.
4. Constructive participation in political and social life.
5. Development of vocational efficiency.
6. Development of basic and upgraded skills.
7. Improvement in the quality of followership and leadership.
8. Deriving benefit from new knowledge.

Programmes of UEE

Some of the major initiatives and strategies are:

- Disaggregated target setting and decentralised microplanning, which will provide the framework of universal access and community participation.
- Strengthening alternative channels of schooling such as the non-formal education (NFE) system for those who cannot avail of conventional full-time schooling.
- Introduction of minimum levels of learning (MLLs) at primary and upper primary stages to improve learner's achievement.
- Improvement of school facilities by revamping the scheme of Operation Blackboard (OB) and connecting it to the MLL strategy.

Disaggregated Target Getting and Decentralised Microplanning

There is contradiction between the educational level of our states, like. There is 100% literacy in Kerala while very poor percentage in Bihar, Madhya Pradesh.

Alternative Channels of Education such as the Non-Formal Education(NFE) System

Non-formal education has become an accepted alternative channel of education for children who cannot attend full-time schools due to various socio-economic constraints. To reach this large segment of marginalised children, we in India have been running, since 1979-80, a programme of NFE for children in the 6-14 age group, who have remained outside the formal system. These include drop-outs from formal schools, children from habitations without schools, working children, children who have to remain at home to do domestic chores, and girls who are unable to attend formal schools for a variety of reasons.

Minimum Levels of Learning (MLL)

The need to lay down minimum levels of learning (MLL) emerged from the basic concern that irrespective of caste, creed, location or sex, all children must be given access to education of a comparable standard. The MLL strategy is an attempt to combine quality with equity. It lays down learning outcomes in the form of competencies or Levels of learning for each stage of elementary education. The Strategy also prescribes adoption of measures that will ensure achievement of these levels by children both in formal schools and in NFE centres.

Revamping the Scheme of Operation Blackboard

Recognising the unattractive school environment, unsatisfactory condition of school buildings, inadequate physical facilities, and insufficiency of instructional materials in primary schools, which function as demotivating factors for enrolment and retention, a scheme symbolically called Operation Blackboard was introduced in 1987-88 to bring all existing primary schools in the country to a minimum standard of physical facilities. Under this scheme, each school is provided with: (i) at least two reasonably large allweather rooms along with separate toilet facilities for boys and girls; (ii) at least two teachers (one male and one female); and (iii) essential teaching and learning materials including blackboards, maps, charts, a small library, toys and games, and some equipment for work experience.

Establishing Linkages between Programmes of (ECCE), Primary Education, Literacy and UEE

Early childhood care and education (ECCE) is viewed as a crucial input in the strategy of human resource development, as a feeder and support programme for primary education, and as a support service for working women of the disadvantaged sections of society. Since the age-span covered by ECCE is from conception to 6 years, emphasis has been given to a child-centred approach and

play-way and activity-based learning in place of formal methods of teaching including introduction of the 3 Rs. Keeping in mind the role of ECCE as a support service in UEE, it is deliberately directed to the most underprivileged groups, those who are still outside the mainstream of formal education. The aim of ECCE is that every child should be assured access to the fulfilment of all basic needs. It involves the total development of the child in every aspect including the physical, psychomotor, cognitive, language, emotional, social and moral. The present ECCE programmes include:

- the integrated child development service (ICDS)
- the scheme of assistance to voluntary organisations for running early child education (ECE) centres
- *balwadis* and day-care centres run by voluntary agencies with government assistance

Promotion of Access to Girls and Disadvantage Groups

As with all educational indicators, gender disparities are conspicuous in regard to enrolment and retention. Over the past 25 years, enrolment of girls at the primary stage has grown from 5 million to 47 million and at the upper primary stage, from 0.5 million to 16 million. But disparities persist. Today girls account for only 46 per cent of the enrolment at the primary stage and 38 per cent at the upper primary stage. The drop-out rates of girls at the primary and upper primary stages are higher than those of boys.

Regional disparities are also conspicuous. The rural girls are doubly disadvantaged by non-availability of educational facilities and by their domestic chores.



Caution

The very low female literacy (20 to 29 per cent) in some of the major north Indian states causes grave concern.

Restructuring of Teacher Training

Teacher performance is the most crucial input in the field of education. In the ultimate analysis, the national policies on education have to be interpreted and implemented by teachers as much through their personal example as through teaching-learning processes. With a view to improving the quality and competence of teachers, a centrally sponsored scheme of Restructuring and Reorganisation of Teacher Education (RRTE) was launched in 1987.

Among the other main components of the RRTE, as far as elementary education is concerned, are:

1. setting up of District Institutes of Education and Training (DIETs) in all districts to provide good quality pre-service and in-service training to elementary school teachers and adult education/nonformal education personnel and to provide resource support to these systems
2. organising Special Orientation Programmes for Primary Teachers (SOPT) with a view to providing training to teachers in the use of OB materials and orienting them towards MLL strategy with a focus on teaching of language, mathematics and environmental studies
 - (i) **Availing of External Financial Support for Basic Education:** As a matter of policy and principle, India had not been seeking financial support from external agencies to implement its programmes of basic education. This situation changed in 1991-92, when a conscious and strategic decision was taken to avail of external assistance to achieve the goal of Education for All (EFA).
 - (ii) **Launching the National Elementary Education Mission (NEEM):** With the objective of mobilising all the resources – human, financial and institutional – necessary for achieving the goal of UEE by the year 2000, a National Elementary Education Mission (NEEM) was set up in August 1995 with the District Primary Education Programme (DPEP) as its core. This Mission will monitor and implement all the meticulously formulated strategies based on microplanning, and will ensure that free and compulsory education of satisfactory quality is provided to all children up to 14 years of age by the turn of the century.

Self Assessment

1. Fill in the Blanks:
 - (i) Universalization of means that school facilities should be provided to all children between the age group of 6 to 14 years.
 - (ii) has become an accepted alternative channel of education for children who can not attend full time school due to various socio economic problems.
 - (iii) was introduced in 1987-88 to bring all existing primary schools in the country to a minimum standard of physical facilities.
 - (iv) is a crucial input in the strategy of human resource development as a feeder and support programme.

Progress in UEE since Independence

The total enrolment at the primary and upper primary school levels in India has witnessed a steady increase. Total enrolment at the primary stage (grades I-V) increased 6 times from 19.2 million in 1950-51 to about 128.3 million in 2003-2004. Total enrolment at the Upper Primary levels (grades VI- VIII) increased by 14 times, from 3.1 million in 1950-51 to 48.7 million in 2000-2001. The growth rate of girls' enrolment at the elementary level was higher as compared to that of the boys. Participation of girls at all levels of school education has improved appreciably over the years.

The Gross Enrolment Ratio (GER) at Primary and Upper Primary levels improved perceptibly from 1950-51 to 2003-2004. The GER rose at the Primary level from 42.6 per cent in 1950-51 to 98.3 per cent in 2003-2004. Enrolment for girls rose from 24.8 per cent to 95.7 per cent during this period. The boys/girls differential also declined substantially. The GER at the Upper Primary level improved from 12.7 per cent in 1950-51 to 62.4 per cent in 2003-2004 with what that for girls increasing from 4.6 per cent to 57.6 percent for this period. Though the participation of girls at levels of school education has increased substantially, the proportion of girls enrolled both at the Primary and Upper Primary levels continues to be lower than the gross enrolment of boys. Vast disparities exist amongst the States/UTs in terms of enrolment with educationally backward states having a lower GER than the all India average.



Notes

Use of the terms 'Primary' and 'Elementary' has not been uniform. Sometimes they are used interchangeably. Sometimes 'primary' (lower Primary) class I to V and upper Primary (classes VI to VIII) or Middle are used. Middle Schools sometimes include classes I to VIII and mostly classes VI to VIII.

Measures for the Achievement of the Goal of UEE

1. **Priority to Elementary Education:** Elementary education should be developed on priority basis and percentage of budget under this sector should be suitably raised. There has been a decline in expenditure in this sector. From 55 percent of the total educational budget spent on elementary education during the First Plan, it came down to 36 percent in the Sixth Plan, 34 per cent in the Seventh Plan and 47 percent in Eighth Plan.
2. **Rational Use of Finance:** Cost on elementary education may be rationalised by:
 - (a) Introducing double shift wherever possible.
 - (b) Harnessing community resources in men, material and monetary terms.
 - (c) Evolving a system of voluntary service in the form of teaching by young persons who have completed secondary school or college.

3. **Restructuring Education:** The single point entry system must be replaced by multiple entry system under which it will be open for older children of 9, 11 or 14 to join primary schools in separate classes organised for their needs. Facilities for part time education even at primary stage should be introduced. It should also be made possible for older children to join the prescribed courses at any time and also complete them in much shorter period.
4. **Provision of Facilities to Poor Students:** Facilities such as free supply of books and stationery, free uniforms and school means can be helpful in retaining children in schools. But more than that is the need for providing part-time educational facilities to the children from the poor families.

New Scheme Elementary Education

Since the formulation of the National Policy on education—NPE, (1986) and the Programme of Action—POA (1986), several new schemes for the qualitative as well as quantitative improvement of primary education and reaching the goal of UEE, have been initiated by the Government of India, Ministry of Human Resource Development (MHRD), Department of Education. Some of the old schemes have also been revised and strengthened. In this regard, a brief review of the following scheme is provided in this chapter.

1. District Primary Education Programme (DPEP)
2. Elementary Education as a Fundamental Right.
3. Lok Jumbish (LJ).
4. Minimum Levels of Learning (MLLs).
5. National Elementary Education Mission (NEEM).

District Primary Education Programme (DPEP)

DPEP launched in 1993 is a national initiative to achieve Universalisation of Elementary Education (UEE) through district level intervention. The overall goal of the programme is the reconstruction of primary education system to operationalise the strategy of UEE as envisaged in NPC 1986 (as updated in 1992) and its Programme of Action—POA (1992) through decentralised planning and management, disaggregated target setting, community mobilisation and population specific planning. The fundamental principle of DPEP is to evolve strategy at state and district level. It goes beyond the conventional packages such as opening of new schools and appointing new teachers, and addresses the issues of content, process, quality and equity in education.

Objectives

The objectives of DPEP are:

- (i) to reduce difference in enrolment, drop-out and learning achievement among gender and social groups to less than 5 per cent.
- (ii) to reduce overall primary drop-out rates for all students to less than 10 per cent.
- (iii) to raise average achieved level.

National Programme of Nutritional Support to Primary Education (NP-NSPE) or Mid- Day Meals

Objective

A nation-wide programme of NP-NSPE launched on August 15, 1995 is intended to give a boost to universalisation of primary education by increasing enrolment, retention and attendance and simultaneously to make an impact on nutritional levels of students in primary classes.

The ultimate aim under the programme is the provision of wholesome cooked/processed food having a calorific value equivalent to 100 gms. of wheat/rice per student per school day.

Shiksha Karmi Project (SKP)

Shiksha Karmi Project started in Rajasthan in 1987 remained in operation up to June 1998. It was a scheme jointly sponsored by Swedish International Development Agency (SIDA), Government of India and the State of Rajasthan.

Aims of the Project.

1. Universalisation of education.
2. Checking drop-out.
3. Qualitative improvement of primary education.

Target Area. Socio-economically backward villages in Rajasthan.

Target Group. Specially girls

Teachers: Replacement of regular teachers by local teachers who were less qualified but specially trained. A 'Shiksha Karmi' (SK) was a local person with minimum educational qualifications of class VIII for men and class V for women. To overcome the basic lack of qualification, special training was given to these teachers.

Role of the Community: Active involvement of the Non-Government Organisations (NGOs) and the Village Education Committees (VECs).

Prehar Pathshalas (PPs): (School of Convenient Timings) providing educational programmes for out of school children who cannot attend regular day schools. About 22,000 girls who constituted 71% of learners in PPs have been benefited.

Coverage: About 2 lakh children (1.18 lakh boys and 0.82 lakh girls) in 32 districts, 146 blocks attending 2,697 day schools and 4, 335 Prehar Pathshalas. Number of *Shiksha Karmis*: 6,285.

Evaluation: A unique successful experiment. Positive results with minimum costs.

Teacher Education Restructuring and Reorganisation

Objectives: As envisaged in the NPE and Programme of Action (POA), 1996, a Central Scheme of Restructuring and Reorganisation of Teachers Education was taken up in 1987 for the following purposes:

- (i) Creating a viable institutional infrastructure of teacher education.
- (ii) Building up an academic and technical base for orientation, training and continuous upgrading of knowledge, competence and pedagogical skills of elementary school teachers in the country.

Operation Blackboard (OBB)

Objective: The scheme of Operation Blackboard started in 1987, is a Centrally Sponsored Scheme for bringing about improvement in primary education by providing additional facilities to the schools already established.

Use of the Word 'Operation' indicates that there is an urgency in this programme. Its goals are clear and well-defined and the government is determined to achieve these goals with the cooperation of the people within a pre-determined time frame.

Components of the Scheme: There are three components of Operation Blackboard:

1. Provision of at least two reasonably large rooms that are usable in all weathers, with a deep veranda along with separate toilet facilities for boys and girls.
2. Provision of at least two teachers, as far as possible, one of them a woman, in every primary school.
3. Provision of essential teaching and learning materials.

Responsibility: For the operation of the Scheme, responsibility is shared by the Central Government, State Government and the local community. Role of the community in OBB scheme is as under:

- (a) Necessary land for the construction of school building including land for games and sports has to be provided by the local community.
- (b) The local community, preferably Village Education Committees, have to give a formal undertaking that they will accept responsibility for repair and maintenance of the building.
- (c) The local community has also to accept responsibility for an appropriate fencing around the school compound.

Hundred per cent Central assistance is provided for appointment of an additional teacher in the single teacher schools.

Problems: Financial sanctions for the programme reach towards the fag end of the year resulting in purchase of material which sometimes is substandard. Sometimes locally made material is not included in the list of approved articles.

Suggestions 1: Demands for the required material must come from the grass roots level.

- 2. Necessary timely sanctions for the equipment needed for storage of material should also be made.
 - 3. It must be ensured that the teachers selected join the institutions immediately after their selection.
- At the same time, sanctioned posts of teachers may not exist on paper only.



Write the Components of the scheme of operation Blackboard.

Lok Jumbish (People's Mobilisation)

An innovative project called “Lok Jumbish”—People’s movement for Education of All—with assistance from Swedish International Development Authority (SIDA) has been undertaken in Rajasthan. The basis objective of the project is to achieve education for all by the year 2000 through people’s mobilisation and their participation. Government of India approved the first phase of the project for a period of two years, 1992-94 to cover 25 blocks spread over several districts with an estimated cost of Rs. 18 crores to be shared by SIDA, Government of India and Government of Rajasthan in the ratio 3: 2: 1. The Phase-I concluded on 30th June, 1994. The Second Phase of the project was taken up for implementation during 1994-98. The project covered 75 blocks

Sarva Shiksha Abhiyan at the Elementary Stage

The *Sarva Shiksha Abhiyan* was launched towards the end of the Ninth Plan to achieve the goal of UEE through a time-bound integrated approach, in partnership with states. The medium-term goals for the scheme are given in the Box. The programme, which aims to provide elementary education to all children in the 6-14 age group by 2010, is an effort to improve the performance of the school system and provide community-owned quality elementary education in the mission mode. It also envisages bridging of gender and social disparities at the elementary level. The *Sarva Shiksha Abhiyan* has a special focus on the educational needs of girls, SCs and STs and other children in difficult circumstances.

Drop-outs at the Elementary Stage of Education—A Major Issue in UEE

Whereas the rising enrolment in elementary schools is a source of satisfaction, there is concern about the percentage of students actually attending school and those dropping out of the education system altogether. Nearly 82.5 percent of the 6-14 age group were attending school that is, of the population of 205 million in this age group in the year 2002, the number of children attending school was about 158 million. The student retention rate at the primary school stage was about 59 per cent (1992-97). Drop-out rates at the primary and upper primary level have decreased over the years.

Strategies Planned by the Government Towards UEE and Checking Dropouts, Stagnation and Wastage

Following are the salient features of the strategies:

1. Laying emphasis on retention rather than on merely enrolment.
2. Strengthening the alternatives of schooling, particularly, the Non-Formal Education System for working children, girls and children from other disadvantaged or marginalized sections of the society.
3. Shifting focus from educationally backward states to educationally backward districts.
4. Preparing and implementing district specific and population-specific plans.
5. Providing more facilities to girls.

Strategies for Universalisation of Elementary Education: Tenth Five Year Plan (2002-2007)

The strategies and interventions during the Tenth Plan will mainly be guided by three major considerations:

(a) Magnitude of the task; (b) present challenges; and (c) the existing administrative and policy framework and the one that will be in the place during the Plan period.

Present Challenges: Achieving the goal of UEE poses three main challenges: (i) access to basic education for the unreached segments and social groups; (ii) qualitative improvement in content and processes so as to raise learning achievements; and (iii) tackling high drop-out and low retention rates in primary and upper primary schools.

Universal Access

- All children in the 6-14 age group should have access to primary schools, upper primary schools or their alternatives within a walking distance of one *km.* and three *km.* respectively.
- All children in the 3-6 age group must have universal access to early childhood care and education centres.
- Need-based expansion of upper primary education facilities, particularly for the disadvantaged sections. There should be one upper primary school for every two primary schools.
- All schools should have buildings, toilets, drinking water, electricity playground, blackboards and other basic facilities. There must be provision of one classroom for every teacher at the elementary stage.

Universal Enrolment

- Enrolment of all children in schools or alternative arrangements by 2003.
- All children to complete five years of primary schooling by 2007.

Universal Retention

- Universal retention in the primary stage by 2007.
- Drop-out rate to be reduced to less than 10 per cent for grades VI-VIII by 2007.

Universal Achievement

- Improve the quality of education in all respects (content and process) to ensure reasonable learning outcomes at the elementary level, especially in literacy, numerics and in life skills.

Strategies for Quality Improvement

A qualitative improvement in the content and processes of basic education, in order to make them more responsive to the learning needs of individuals and the development needs of different socio-economic sectors, continues to be a major challenge. The challenge for providing quality education at the elementary level involves: (i) improvements in the preparation, motivation and

2. **Vocational courses should be terminal in character :** At the end of a course, the students should be prepared for career or independent work. The knowledge imparted should be theoretical as well as practical. The courses should produce semi-skilled and skilled workers for lower level and middle level requirements.
3. **Vocational courses for drop-outs :** In our country it is estimated that out of 100 students who join class I, only 50 reach class VIII and only 16 class XII. It is, therefore, suggested that part-time courses should be organised for these drop-outs. Separate courses should be devised for girls in accordance with their requirements.
4. **Provision for further training and re-training to persons opting for vocational courses :** Provision for further training and re-training to persons opting for vocational courses will have to be assured so that they may have the chance for advance studies and higher specialisation if they have the capacity and will to do it.
5. **Training of village worker for agriculture extension programme :** Short refresher courses to increase food production and to give a new outlook to agriculture be organised for such workers.
6. **Compulsory introduction of work experience in all primary and secondary schools:** Establishment of school complex consisting of a group of schools to provide work experience to the pupils individually as well as in groups will be very useful. Proper care should be taken to see that it does not meet the fate of basic education.
7. **Pre-occupational education and vocational guidance :** There should be provision not only to provide vocational advice but there should also be provision for aptitude and psychological testing wherever possible.
8. **Placement or organised transfer from vocational schools to industries, or enterprises:** A separate statewide agency should be set up for this purpose.
9. **Part-time vocational courses for self-employed persons :** There is a great need to organise courses for the agriculturist who works on the family farm. A careful study of the local needs should be made before the selection of various courses. A few central places in the district should be selected for such courses.
10. **Provision for on-the-job training :** Provision for on-the-job training should be made with the help of nearby industries or enterprises, both of private and public sector.
11. **Provision of building equipment :** Adequate building and proper equipment are essential for the implementation of any educational programme and vocational education is no exception to it. A central place in each district be selected for vocational schools with hostel accommodation.
12. **Training of vocational teachers :** All progressive and industrialised countries attach great importance to this training programme. In India also we have to give due attention to this aspect.
13. **Adequate preparation: more challenging task :** It will be necessary to prepare suitable textbooks and other reading material for various courses to be selected in different vocational schools.
14. **Freeships and stipends to vocational trainees :** In order to encourage more young boys and girls to take up vocational courses, freeships and stipends will be very necessary. The existing Apprenticeship Scheme will have to be strengthened.
15. **Very low fees for vocational courses :** Vocational courses of all types should be provided without charging any fees or nominal fees at all levels.
16. **Vocational education to become people's movement :** The Government may take the lead but the cooperation of the State Government as well as other non-governmental agencies is very essential.
17. **Study of manpower needs :** It is widely felt that in India the expansion of vocational and technical education should be done with caution and with regard to the development of organised, industries and needs of the society.

18. **District and state vocational committees :** District and state vocational committees having representatives of productive activities and services, trade and commerce, administration, planning and educational institutions would be most useful not only in deciding upon the vocations for which facilities should be provided from year to year, but also in deciding on the content of the vocational courses and more than this, the manner of facilitating training in these vocations by the cooperative participation of the above mentioned agencies.
19. **School industry link:** Through proper legislation, the government could consider involving large public undertakings and workshops, such as those belonging to the railways to take positive steps to adopt higher secondary schools for teaching and training in certain fields so that the costs of vocationalization do not mount, at least in part, owing to the duplication of facilities. The laboratories and workshops of these institutions should be made available during the vacations and during holidays.
Needless to say those vocational programmes in most cases will have to be run by sharing the facilities of professional institutions also, besides part-time staff. It is in sense a partnership programme between education and other sectors of the economy and the services between the school and the factory or the farm.
20. **Need for systematic supervision and effective administration of vocational education programmes:** A separate department should be established at the State level for the administration and supervision of vocational education.
21. **Problems related to reorientation and training:** The introduction of vocational courses has created enormous problems of training of teachers. As a matter of fact only bonafide vocational experts can impart vocational education effectively. Ways and means will have to be devised so that such trained vocational experts come forward for working in educational institutions. Proper qualifications will have to be prescribed for teachers teaching vocational subjects.
22. **Problems related to evaluation:** Suitable evaluation tools will have to be developed immediately to assess the performance of the students in the vocational courses. Subjective element will have to be reduced to the minimum.
23. **Redesigning of Teacher Training Courses:** The teachers training colleges and departments are required to recast their curriculum so that it is in accordance with the new requirements.
24. **Problems related to the determination of equivalence of diplomas/ certificates and degrees**
: A student will not go in for a vocational course unless he is sure that a particular course will lead him to a specific job. These points to the need of a more centralised system for identifying the course which are acceptable to the organised sector and whose equivalence is already determined.
Similarly, proper arrangements will have to be made for those students who wish to go in for higher education after completing a two-year vocational course.
25. **Problems related to research:** So far we have been guided by the subjective opinion of a few educational experts who dominate and whose opinions carry considerable weight. Our educational programmes, by and large, have not been based on try-outs and surveys. It is very much surprising that no authentic survey has been conducted to assess the reactions of the students who are directly involved in the new scheme of secondary and higher secondary education. It is very imperative that suitable techniques of educational research are evolved and used to find out the reactions not only of the students who are studying under the new pattern but also of their parents and teachers. This would provide pragmatic guidelines for formulating scheme of educational reforms.
26. **Easy loans:** Adequate provision will have to be made for a system of easy loans so that vocationally trained students are motivated to set up their own business.
27. **Co-ordination with the finance department:** It has generally been observed that there is no proper co-ordination between the educational administrators and the officials of the Finance Department of the states with the result that there is an undue delay in getting financial sanctions for the requisite staff, equipment, etc. Suitable ways and means will have to be

Devised so that the officials of the Finance department appreciate the urgency and significance of educational reforms in their real perspective and shed their traditional attitude of putting unnecessary obstacles in clearing schemes of educational reforms.

To the above may be added the following recommendations made by the Ramamurti Committee (1990).

- 28. Work benches and practice schools :** In order that the process of vocational education is enriched by a meaningful combination of teaching of theory and practice and effective linkages are established with the 'world of work', 'work benches' and 'practice schools' should be identified, accredited and involved 'work benches' and 'practice schools' are work situations selected for the purpose of giving vocational training and direct experience to students within production units or developmental activities of the official agencies. This arrangement offers a more effective educational strategy for providing vocational experience to students than what can be arranged within the four walls of the 'classroom'.



Task

Name 5 committees established for vocationalisation of education.

Self Assessment

2. State whether the following statements are True or False:
- In 1986, NPE proposed that vocational courses cover 10 percent of higher secondary students by 1990 and 25 percent by 1995.
 - There is no lack of trained vocational teachers and equipment.
 - At present only 20 percent of the students are opting out for the vocational courses against a target of 25 percent at 2005.
 - The teachers training colleges and departments are required to recast their curriculum so that it is in accordance with the ever requirements.
 - A separate department should be established at the state level for the administration and supervision of vocational education.

Summary

- The country's education system is to be re-organised in terms of job-orientation, work experience and development of skills and attitudes that will make for self-employment rather than search for the job.
- The report of Abbot Wood in 1937 advocated for a planned and systematic vocational education in this country. The system of basic education as propounded by Mahatma Gandhi in 1937 made education Craft-centred.
- The rate of unemployment has continued to increase with the rapid expansion of educational facilities. The maladjustment between the supply and demand of educated persons is likely to assume unmanageable proportions unless effective steps are from now onwards.
- In a country where industrial and agricultural production is growing, where the application of science and technology opens up diverse fields of activity, where commerce and trade and a large variety of public services are expanding rapidly, there must be an adequate supply of personnel for the higher administrative and professional levels, but there is a crucial middle level of manpower trained in certain specific competencies.
- The National Policy on Education, 1986 as modified in 1992 has pointed out the importance and philosophy of vocationalisation in these words, "The introduction of systematic, well planned and rigorously implemented programmes of vocational education is crucial in the proposed educational reorganisation.

Notes

- **Education related to productivity:** Vocational education contributes to the achievement of society's goal of self-sufficiency in agriculture and industry by developing suitable skills.
- **Preparation of individuals for jobs :** It prepares the individual to realize his own potential within the framework of economic development to which the individual contributes.
- **Employment potentialities:** Education does not produce job but vocationalised education makes it timelier for an individual to get a jobs or to be his own master either starting a new productive activity or a service which may satisfy a felt need of the community.
- A Centrally sponsored scheme of vocationalisation of higher secondary education was introduced in February 1988 with the following objects :
 - (i) To enhance individual employability.
 - (ii) To reduce the mismatch between demand and supply of skilled manpower.
 - (iii) To provide an alternative for those who pursue higher education without particular interest or purpose.
- **Target set in NPE, 1986:** It is proposed that vocational courses cover 10 per cent of higher secondary students by 1990 and 25 per cent by 1995.
- **Targets Set in NPE, 1992:** It is proposed that vocational courses cover 10 per cent of higher secondary students by 1995 and 25 per cent. by 2000. Steps will be taken to see that a substantial majority of the products of vocational courses are employed or become self-employed.
- General Indifference to vocational pursuits.
- Vocational courses as dumping ground.
- Inadequate content of vocational courses.
- Lack of equipment.
- Lack of trained vocational teachers.

Keywords

- Vocationalisation: A process of connected with the skills that you need to have in order to do a particular job.
- Placement : The act of finding a suitable job
- Co-ordination : Work together in an efficient and organized way.

Review Questions

1. Write the 3 merits of vocationalisation of education.
2. What types of problems of vocationalisation are at the present scenario.
3. When was joint council for vocational educational (JVC) set up?
4. How many vocational courses have been notified under the apprenticeship act.

Answer: Self Assessment

1. (i) (c) (ii) (b) (iii) (a) (iv) (b)
2. (i) True (ii) False (iii) False (iv) True
(iv) True.

Further Readings



1. Development of Education Systems : J.C. Aggarwal, Dash Bn, Shipra Publications.
2. Educational Regimes in Contemporary India : Radhika Chopra , Patricia M Jeffery, Dash Bn.
3. Development of Education System : Mel Ainscow , Alan Dyson , Susan Goldrick.

Unit -17: Teacher Education: Concept and Importance

Notes

CONTENTS

Objectives

Introduction

Meaning of Training and Education

Difference between Training and Education

Need for Teacher-training

Objectives of Teacher-Education

Objectives of Teacher-Education at Pre-Primary Stage

Objectives of Teacher Education at Primary Stage

Objectives of Teacher Education at Secondary Stage

Objectives of Teacher Education at Higher Secondary Stage

Objectives at Collegiate Stage

Summary

Keywords

Review Questions

Further Readings

Objectives

The objectives of this unit can be summarized as below:

- to explain the meaning and difference between Training and Education.
- to explain the need for Teacher-Training.
- to describe objectives of Teacher-Education.
- to discuss about the objectives of teacher-education at pre-primary , primary, secondary stage, and higher Secondary stage.
- to discuss about the objectives at collegiate stage.

Introduction

The progress of a country depends upon the quality of its teachers and for this reason teaching is the noblest among all professions. The irony of fate, however, is that teaching is the most unattractive profession and teacher no longer occupies an honourable position in the society. Teaching can regain its earlier noble status in case the quality of teacher-education in our country is improved. It is probably for this reason that the education commission recommends the introduction of **“a sound programme of professional education of teachers”**.

Meaning of Training and Education

Both terms have different meanings. The term ‘training’ has very limited boundary while the ‘education’ is a very broad term under which many things come.

Training: This term is specially defined and explained in the glossary of training terms published in 1971 in London by the department of employment. In this glossary training has been defined as **“Systematic development of attitude, knowledge, skill, behaviour patterns required by an individual in order to perform adequately a given job or task.”**

Knowledge: ‘Bruner’ in ‘Instructional Technology’ has defined the term as – “**Knowledge consists of facts, concepts, terms, principles, theories, generalization, etc, which are useful for a teacher.**”

A teacher must have knowledge of his subject, methods and techniques of teaching and factors which affect teaching and knowledge of child psychology.

For training purpose it is necessary to know which part of knowledge is essential depending upon the nature of the job.



Notes

Training emphasizes specific attitude, specific knowledge, and specific skills. Efficient performance of the job depends upon the training. Objective of training programme is also very specific.

Difference between Training and Education

‘Glase’, (1962) in his book ‘Psychological Instructional Technology in Training, Research and Education’ published by University of Pitsburg has pointed out that a distinction can be made in training and education on the basis of two criteria:

- (a) The degree of specificity of objectives.
- (b) Minimising Vs. Maximising individual differences.

Training has more specific objectives and attempts to minimise individual difference while educational objectives are more general and it maximises the individual differences. It means when people are educated the difference among them are increased and when they are trained differences are minimised.

Difference between Education and Training

Education	Training
1. Education emphasised the activities which aim at developing the knowledge and moral values required in all walks of life rather than knowledge and skill relating to only a limited field of activities. Education is a process of developing integrated personality.	1. It emphasizes on development of specific knowledge, attitude, skills and behaviour patterns to which an individual requires to perform a job adequately. These behaviour patterns differ from job to job. If we train a teacher we develop those skills which are needed to him to be a good teacher.
2. The purpose of education is to provide the conditions essential for young persons and adults to develop an understanding of traditions and ideas influencing the society in which they live, others cultures and of the law of nature and to acquire linguistic and other skills which are basic to learning personal development and creativity.	2. The Purpose of Training is to bring excellence in the specific job for which the individual is being trained. Training is concerned with people learning to perform tasks fairly specific and prescribed tasks, although there are exceptions where tasks are more opened as in management supervision.

Difference in education and training exists more in the context in instructional activity than the actual methods used and objective sought. Never the less academically it is impossible to make clear distinction between training and education. Training is an aspect of education.

Need for Teacher-training

Training is necessary for efficient work in a particular job. If we appoint a person in any job after sometime through apprentice he will be quite competent for that job. If a person is trained before employing him in a job-this is called pre-training. This pre-training is very important. Without providing any training if we employ a person in a job then it is risky because he does not have any knowledge about the machine, when a person fails in a job he develops the negative attitude towards the job and thinks that he is not competent for that job. Therefore the pre-training is must. By having some training he will get success in his job with full satisfaction.

There is need for training in general:

1. In order to perform the job successfully and effectively.
2. It is seen that a trained person learns effectively in a lesser time than untrained person. A person can learn these things (K/A/S/BP) without training also when he is in job but efforts and time will go waste and he may learn many irrelevant things also.
3. More complex jobs require more specific knowledge, attitude, and skills and behaviour patterns that more specificity is there hence training is more important in these jobs. The risk is involved if he learns on job even it may cause danger to his life also and secondly trial and error results into wastage of time and energy. A good deal of waste in teacher efforts can be saved through training.
4. Organized and systematic programme of training make them to learn easily in a more efficient way and in lesser time.
5. If there is no specificity of objectives K.A.S.S. for a job then there is no need of training but for every job certain specific K/A/S/BP are required. Therefore, training is necessary for all kinds of job.

Need for Training in Teaching

Certain people, who are not in favour of training hold the view that there is no need of training for the teachers, only they should have mastery over the subject because there is no significant difference found in teaching of training and untrained person.

Theoretically it is not right. Training is essential for every teacher trained teachers can do much more than untrained teachers. There may be so many reasons for that why they do not perform their work effectively. Demand of job/profession, the objective and expectations from a teacher certify the existence of teacher training.

To have mastery over subject matter and to communicate this to students are quite different. Many skills are needed to communicate the information effectively e.g., skill of questioning illustrating, demonstrating and explaining, etc., other skills which may be required are skill of arranging and logically sequencing the subject-matter.

Need for Training in Teaching for College Teachers

Need for training for primary and secondary teachers has been emphasized by many commission and committees but there are few who realize the need for training the college teachers also.

In the past it had been advocated the need for high-school and junior high-school teacher training and for degree colleges there is no need of training. But now-a-days, a feeling is growing up in the circle of top educationists that there should be need for training for college teachers also. The idea has been propagated by top educators particularly by N.C.T.E. But prior to this U.G.C. has also organized certain type of orientation programme for college teachers. In the beginning there was a great resistance of this idea. Now more and more people working in universities and professional colleges are accepting this idea and advocating the need for training.

Actually, the whole universe of teachers in the country is divided into two groups:

1. The training does not make a person more effective.

2. Who have great faith in training, say if training has not produced effective teachers perhaps it might be due to several other reasons not only training but theoretically. If training is organized it must produce effective teachers. They organized seminars on different universities on teacher education.



Did u know?

Several universities with the assistance of U.G.C. have organized several short term courses to provide orientation in teaching continuous for three years 1973- 74 and 75. As a result of this realization at Baroda University 'Post-Graduate Diploma Course' for teaching was also started. 40 days summer course programme was also started in some universities with the assistance of U.G.C. Relationship between training and job is helping the people to be more successful on job.

Need Importance of Teacher Education

All the teacher should be trained, but there should not be and also cannot be a specific training of teachers. This conviction is born out by observations that even the born teachers have to study the techniques of teaching craft. There are teachers who through training and experiences have acquired enormous success in teaching. There is, however, no denying the fact that much wastage in teaching effort can be saved if the prospective teacher is subjected to teacher education situations conducive for actualization of potential in him.

Objectives of Teacher-Education

Education helps in the development of an individual's cognitive, conative and affective abilities. Teacher-education programmes are designed to prepare effective teachers by providing theoretical awareness of teaching and developing *teaching competency* and *teaching ability*.

Meaning of Ability

The present level of performance of an individual on a test will indicate the growth of his ability.

Teacher education covers those theoretical aspect through which knowledge, pertaining to specific subjects and transmitted to students and teachers, is prospected.

Objectives of Teacher Education

The following are the *general objectives* teacher education programmes.

1. **Teacher education:** The general objectives of develop Gandhian values of non-violence, truthfulness, self-discipline, self-reliance and dignity of labour.
2. Perceives the role as an agent of social change in the community.
3. Not only acts as a leader of the student community but also as guide to the wider community.
4. Established a liaison between the school and the community by employing ways and means for integrating the resources as a life of the community with school life.
5. Not only uses but also helps in the conservation of environmental resources and life and preservation of historical emoluments and other cultural heritage.



Task

Write about the teacher education in your own words.

Self Assessment

1. Fill in the blanks:
 - (i) According to Bruner, consists of facts, concepts terms, principles, theories, generalization, etc. Which are very useful for a teacher.
 - (ii) Is necessary for efficient work in a particular job.
 - (iii) Organized and..... programme of training make them to learn easily in a more Efficient way.
 - (iv)is a process of developing integrated personality.

Objectives of Teacher-Education at Pre-Primary Stage

It has been assumed that teacher who will be educated in the pre-primary teacher institution will generally teach children between 3 to 8 years of age. This age group is considered psychologically to be the most important formulated years of an individual's life span.

Frued believed that foundations of personality of an individual are made in the first five years of his age. This being so, teacher at pre-primary level need to be the best equipped in terms of his ability to help in laying down strong foundation for a normal human personality and also the competencies which may enable him to actualize an individual's inherent potentials. However, little care in the country till date has been made in designing a teacher education curriculum which may develop knowledge, skills and attitudes among the prospective teachers to help in the personality building process as well as in naturalization of young children's potentials.

National Council of Educational Research and Training (NCERT) broucher has laid down the following objectives of teacher education at pre-primary stage.

1. Acquires theoretical and practical knowledge of childhood education.
2. Understands the major principles of growth and development of the children.
3. Applies theoretical and practical knowledge to the education of the children in Indian context- rural, urban and industrial.
4. Develops understandings, skills, attitudes and interests which will enable him to foster around growth and development of the children under his care.
5. Develops skills to help in the physical and emotional health of the children by providing a conducive environment.

Objectives of Teacher Education at Primary Stage

The learner at the primary stage has better developed cognitive, psychomotor and affective abilities. He has a better capacity in comparison to the learner at the pre-primary stage to make abstractions, to think, to reason out, to draw inference, to manipulate words, to communicate, to develop proper relationship with peers, social group, home, neighbourhood and the society to conform to social norms, to control his emotions and express his feelings according to social expectations. Consequent these developments and also because of origin of new problems, new per spectives, new dimensions in his life the teacher's talk at this stage is no less crucial and significant than what it was during pre-primary stage. To be successful as a teacher the prospective teacher should acquire the following behavioural changes:

1. Possesses knowledge of the first and second language, mathematics, topics related to social and natural sciences, related to environmental studies.
2. Develops skills to identify, select and organize learning experiences pertaining to subjects mentioned above and also the skills to conduct them.
3. Possess theoretical and practical knowledge in respect of the child's health, physical and creational activities, work experiences, play, games creative art and music and the skills to conduct these activities.

4. Develops understanding of the major psychological principles pertaining to growth and development of the children under his care.
5. Possess theoretical and practical knowledge in respect of childhood education including integrated teacher.

Objectives of Teacher Education at Secondary Stage

The following are the basis for the objectives.

1. The child is at the adolescent stage and has problems specific to adolescence.
2. All mechanism of growth and development.
3. Child's interests at this stage become crystallized in their interaction with varying situation.
4. Child after the completion of adolescence, is ready to choose vocation and pursue it upto his optimum level.
5. Child's interests in religion, society, politics, nation and work at large trends to be manifested.

Objectives of Teacher Education at Higher Secondary Stage

The following are the main objectives:

- (1) **Possesses competency to teach subject of his specialization of accepted principles of teaching and learning in the context of new school curriculum:**

Terminal Behaviours

The following are the terminal behaviours:

- (a) Depth of his understanding of the concept pertaining to his discipline.
 - (b) Makes an internal and external judgement of the quality of an article through ideal of principles against a criterion.
 - (c) Locates the deficiencies, short falls and errors committed by an author.
 - (d) Suggests solutions for overcoming the falls and observes deficiency and pitfalls.
 - (e) Knows the ways through which adolescent learns.
 - (f) Understands the concept of work and experience.
 - (g) Appreciates the rationale of 10 + 2 curriculum.
 - (h) Possesses the skills to teach.
- (2) **Develops understandings, skills, interests and attitude which would enable him to foster the around growth of the child.**

Terminal Behaviours

The following are the terminal behaviours:

- (a) Understands the total concept of personality.
- (b) Knows the various techniques through which total personality development takes place.
- (c) Understands the significance of enabling the child to make a wholesome personality development.
- (d) Possesses communication mental and social skills to interact with pupils.
- (e) Manifests his psychomotor skills in formal and informal institutional situations.
- (f) Shows a positive and warm attitude about the optimum physical, intellectual, emotional and social development of the child.

- (g) shows interests in the development of the child indicated by :
- (i) Intrinsic and extrinsic readings pertaining to adolescent growth problems and needs.
 - (ii) Organization of socio-cultural functions and excursion terms.
 - (iii) Conference with the adolescent.

Objectives at Collegiate Stage

The following are the *basis* for the objectives:

1. Learner at college stage is at the transitional adulthood stage.
2. The learner is ready to lead an independent life by vocational and social adjustment.
3. Aptitudes are by and large hardest and stable, habits are enduring and style of work and personality undergo very little change.
4. Learner is able to acquire more abstract concept, able to reason able to propound his own theory and able to test it under conducive learning conditions.

Objectives: The main objectives are as follows:

- (1) The future teacher for collegiate stage should possess competency to teach the subjects of his specialization on the basis of accepted principles of teaching and learning also by striving to keep himself abreast with the latest knowledge in the subject of his specialization and methodology of teaching.
- (2) Develops understanding of the aims and objectives of education in general and of higher education in particular and is also aware of his role in building up a democratic, secular and socialistic society in Indian context.

Terminal Behaviours

The following are the terminal behaviours:

- (a) Understand the various philosophical, sociological, psychological interpretation of concept of education.
- (b) Discrimination between aims and objectives of education.
- (c) Recalls the objectives of education in general and those of higher education.
- (d) discriminates between general and specific objective of higher education

Self Assessment

2. State whether the following statements are 'True' or 'False':
 - (i) Teacher who will be educated in the pre-primary teacher institution will generally teach children between 3 to 8 years of age.
 - (ii) Freud believed that foundations of personality of an individual are made in the first five years of his age.
 - (iii) The learner at the secondary stage has a better developed cognitive, psychomotor and affective oblations.
 - (iv) Teacher education does not possess the cortical and practical knowledge in respect of childhood education including integrated teacher.

Summary

- **Training:** This term is specially defined and explained in the glossary of training terms published in 1971 in London by the department of employment. In this glossary training has been defined as “**Systematic development of attitude, knowledge, skill, behaviour patterns required by an individual in order to perform adequately a given job or task.**”
- Need for training for primary and secondary teachers has been emphasized by many commission and committees but there are few who realize the need for training the college teachers also.
- Teaching is a profession which needs training. But at what level teaching it needs training, this is the questions. Teaching at any level is done with a view to impart knowledge. So far as objectives are concerned they do not vary at various levels. Only content and procedure is changed at different levels.
- All the teacher should be trained, but there should he not be and also cannot be a specific training of teachers. This conviction is born out by observations that even the born teachers have to study the techniques of teaching craft. There are teachers who through training and experiences have acquired enormous success in teaching.
- Eachers are a section of community sharply segregated from the rest of the community preparing themselves for their life's work in institutions where their fellow students will be preparing themselves for developing human attributes.

Keywords

- Attitude : The way that you think and feel about anything.
- Assumptions: A belief or feeling that is true or that will happen.
- Behaviour : The way that behaves especially towards other people
- Innovate : to introduce new things, ideas or way of doing.

Review Questions

1. Write the difference between Education and Training.
2. Why is the need for training in teaching?
3. What is the meaning of ability?
4. Write five basic assumptions for teacher education?
5. What are the objectives of teacher-education at pre-primary stage?
6. What the terminal behaviour of the learner at collegiate level.

Answers: Self Assessment

1. (i) knowledge (ii) Pre-training (iii) systematic (iv) education
2. (i) True (ii) True (iii) False (iv) False

Further Readings



1. Development of Education Systems: *Shipra Publications, J.C. Aggarwal, Dash Bn.*
2. Developing Equitable Education Systems : *Mel Ainscow , Alan Dyson , Susan Goldrick*
3. Developing Quality Systems in Education (Paperback) : *Geoff Doherty(Editor), Geoffrey D Doherty (Other)*

Unit 18: Types of Teacher Education (Pre-Service and In-Service)

Notes

CONTENTS

Objectives
Introduction
Pre-Service Teacher Education
In-Service Teacher Education
Summary
Keywords
Review Questions
Further Readings

Objectives

The Objectives of this unit can be summarized as below:

- To explain about the pre-service teacher education.
- To describe about in-service teacher education, etc.

Introduction

The educational expansion, universalisation of elementary education, vocationalisation of secondary education, higher and professional education and overall quality of education are major challenges before the country. Evidently the quality of education is a direct consequence and outcome of the quality of teachers and teacher education system. The task of bringing qualitative change in institutional efficacy of the teacher education system in itself is a huge and challenging one. The last five decades have witnessed several attempts to change, modify and indigenise the inherited system of teacher education. The system however continues to function more or less on the same principles, similar content and approaches characterised by continuity and unwillingness to change. Over the years the magnitude of the task has increased manifold.

Pre-Service Teacher Education

Teacher education by its very nature is interdisciplinary. The major areas of inter-disciplinarity implicit in teacher education programmes include philosophy, psychology, sociology, anthropology, economics, history and culture. Recent researches in medical and life sciences are opening new avenues of knowledge which are relevant to education. Besides, teacher education has an essential and inalienable component of practical work including student teaching, internship, field work, working with the community, work education, etc. The country needs teachers with different orientation and specialisations to manage educational programmes. In addition, the teachers are also needed for physical education, music, art, painting, dance, work education and vocational subjects and for the non-formal stream, distance education, adult education, and open learning system. The scope of teacher education curriculum, therefore, gets enlarged.

The curriculum for teacher preparation, in future has to encompass the broader canvas which is consistently emerging before the teachers and shall continue to change at a much faster pace

in times ahead. Teachers shall have to take a global view of the new trends, strategies and practices, and focus on indigenous heritage and thoughts which could fit in the local and national situations. Transplantation of alien educational ideas and practices has not been found rewarding in developing countries.



Did u know? Temerging structures and designs of the curriculum shall lay greater emphasis on the ideas, practices and experiences that have emerged in India through the contributions of thinkers like Mahatma Gandhi, Vivekanand, Rabindra Nath Tagore, Zakir Hussain, Sri Aurobindo, Giju Bhai and many others.

The teacher education programmes shall focus on competencies and commitment in much greater magnitude in future. Such a transformation in teacher preparation strategies would emerge only after due familiarity and adequate appreciation of indigenous thoughts developed over decades in India. Gradually an indigenous approach and strategy would emanate and replace the alien practices that have remained in vogue in teacher education over the decades.



Notes

A comprehensive theoretical base is essential for a teacher to assume professional role and develop capacity to conceptualise inputs from other disciplines as well and evolve strategies to utilise them.

Teacher Profile

The profile of a teacher which emanates from the contexts and concerns necessarily implies additional roles besides the conventional ones. The following capabilities and competencies are required in a pre-service teacher:

- (i) inculcating the intrinsic and extrinsic values of professional competency, professional commitment and professional ethics
- (ii) creating and reconstructing knowledge
- (iii) selecting, organising and using learning resources
- (iv) effectively transacting curriculum, selecting and organising educational activities and programmes for learners with special needs
- (v) using media and appropriate instructional technologies
- (vi) communicating effectively and responding to the challenges of continuity and change
- (vii) counselling students for personality development, adjustment and learning attainment
- (viii) conducting research, especially action research and initiating innovative practices
- (xi) Organising student-activities
- (x) inculcating a sense of value judgement, value commitment and value transmission
- (xi) understanding the import of inter-relationship between culture and education and 'culture and personality'
- (xii) fostering interest in life-long learning
- (xiii) understanding the aspirations and expectations of the community and establishing mutually supportive linkages between school and community
- (xiv) acting as a change agent for modernisation and development

The educational programmes for prospective teachers, therefore, need to be so designed as to develop in them the requisite potential and capabilities.

General objectives

The general objectives of pre-service teacher education derived from the contexts, concerns and issues of education, teacher education and the perceived profile of the teacher, could include the following:

- To promote capabilities for inculcating national values and goals as enshrined in the Constitution of India.
- To enable teachers to act as agents of modernisation and social change.
- To sensitize teachers towards the promotion of social cohesion, international understanding and protection of human rights and rights of the child.
- To transform student-teachers into competent and committed professionals willing to perform the identified tasks.
- To develop competencies and skills needed for becoming an effective teacher.
- To sensitize teachers and teacher educators about emerging issues, such as environment, ecology, population, gender equality, legal literacy, etc..
- To empower teachers to cultivate rational thinking and scientific temper among students.
- To develop critical awareness about the social realities.
- To develop managerial and organisational skills.

Characteristics of Curriculum Framework

An overview of the context and concerns as discussed earlier, teacher's profile and general and specific objectives would define the boundaries of a curriculum framework. The perceived characteristics of the envisaged curriculum framework would include the following:

- Reflects the Indian heritage, acts as an instrument in the realisation of national goals and fulfills aspirations of people.
- Responds to the latest developments in the field of education.
- Establishes integration of theory and practice of education.
- Provides multiple educational experiences to teachers.
- Enables teachers to experiment with new ideas.
- Ensures inseparability of pre-service and in-service education of teachers.
- Sets achievable goals for various stages of teacher education.
- Provides for use of communication technology.

Teacher Education for Early Childhood Stage

The need for early childhood education has long been emphasised on the argument that it would lead to providing healthy and wholesome learning environment. It is also considered as a preparatory stage for the realisation of Universalisation of Elementary Education. In order to provide healthy and enriched childhood to young learners, a new type of teacher specifically sensitized about the perspectives of child development will be required.

The enrichment programmes for early childhood education have been launched under Integrated Child Development Scheme through Anganwadis, Day Care Centres, Balwadies, Pre-primary Schools run by the State Governments, Municipal Corporations, Voluntary Agencies and Private Agencies. All such efforts, though not adequately provided for, are continuing with diverse approaches without making a synergic impact. Concerted efforts are needed for organising early childhood education in a planned manner. It presupposes pooling of resources by the community as well as the concerned agencies.

In order that early childhood education becomes a reality, in terms of its organisation and accessibility, one of the significant inputs in making a success story of it is that of a professionally trained and committed teacher. The professional preparation of teachers for this stage, hitherto

Unplanned and uncared for, calls for thoughtful planning of training sequences relevant to the developmental needs of early childhood interwoven with commonalities and specificities.

Specific Objectives: The objectives of teacher education specific to early childhood include the following:

- to prepare teachers for facilitating physical, mental, moral, social, aesthetic and linguistic development of children
- to acquaint them with the knowledge of child psychology
- to cultivate social sensitivity, affection for children and respect for their uniqueness
- to acquaint them with techniques of caring for children and enable them to identify their needs
- to provide experiences and organise activities that promote children's self-concept, creativity and inventiveness
- to enable them to select, prepare and use different kinds of resource materials
- to develop a sense of involvement with and appreciation of local resources (human and material) and their utilisation
- to develop an acquaintance with basics of Scientific and Technological Literacy
- to develop a repertoire of children's games, songs and literature
- to empower student-teachers towards creating learning readiness among young learners

Curriculum Framework: The following curriculum framework is suggested for formulating a Plan of Action for developing programmes and activities, devising strategies of negotiating the curricular inputs and methods of obtaining feed-back. These are pre-requisites for improving the interaction processes directed towards the realisation of optimum enrichment of experiences at the early childhood stage.



Did u know?

The framework given here is suggestive and not a prescriptive one. It has considerable space for flexibility, innovation and use of locally available community resources.

Elementary Teacher Education Curriculum Framework: The constitutional provision of providing free and compulsory education to all children upto 14 years of age includes both the lower primary and upper primary classes, that is from class I to class VIII. There seems to be a compelling need for having multiple models for preparing teachers - for primary and upper primary classes. Incidentally, in a number of Elementary Teacher Education Institutions (ETELs) in the country, the nomenclature of the training programme from pre-service training of primary school teachers has been changed to pre-service training of elementary school teachers. But in actuality, the transformation in programmes has yet to take place effectively.

There are three distinct possibilities of designing courses in teacher education for elementary stage:

- Teacher education programme exclusively for primary school stage (Classes I to V).
- Teacher education programme for elementary school stage (Classes I to VIII).
- Teacher education programme exclusively for upper primary school stage (Classes VI to VIII).

In view of the requirements of Universal Primary Education and Universal Elementary Education, only the first two alternatives are being recommended. However, the third suggested above, could be attempted by offering credit oriented modular courses after successful completion of primary teacher education programmes. It is significant to note that we have nearly 5.98 lakh primary schools which are mostly in rural areas as compared to upper primary schools numbering about 1.76 lakhs only*.

Teacher Education for Primary Stage

Specific Objectives: The formulation of curriculum framework for this stage (classes I to V) has been guided by general and specific objectives of teacher education and perceived characteristics of curriculum development. The specific objectives of primary teacher education may include the following:

- to develop understanding of the psychological and sociological foundations relevant to the primary stage.
- to enable teachers to manage appropriate resources for organising learning experiences of children.
- to acquaint them with methods and techniques of caring for children with special needs.
- to enable them to acquire necessary skills so as to develop curiosity, imagination and creativity.
- to develop in them the capacity to understand and analyse the social and emotional problems.
- to develop communication skills
- to enable them to establish mutually supportive linkages with the community focussing on the objective of UPE/UEE.
- to enable them to understand implications of research for teaching-learning and undertake action research and use innovative practices.
- to enable them to organise games, sports, physical activities and other co-curricular activities.

Keeping in view the teacher profile particularly the facilitative and resource management aspects, general and specific objectives of teacher education, the following framework which is flexible with ample scope for adaptation and for making it relevant to local environment is being suggested:

Curriculum Framework

Theory

- Emerging Indian Society
- Primary Education in India : status, problems and issues
- Psychology of Teaching and Learning with special reference to children of age group 6-11 years
- Assessment, Evaluation and remedial teaching
- Health and Physical Education
- School Management
- Education of Children with Special Needs
- Guidance and Counselling
- Content Areas for Primary Schools
- Action Research

Teacher Education for Secondary Stage

For teaching at secondary stage, the qualification most sought after is one year B.Ed. which is in fact B.Ed. for secondary stage. However, at present, there are several variations for first degree level qualification which are also available. These include B.Ed. (Elementary); B.Ed. (Special Education); which too are programmes of one year duration; B.Ed. through correspondence or distance education mode which is now of two years duration. There are certain other variations in the form of vacation courses or part-time courses which were available before NCTE norms came into force. In addition, there are four-year integrated courses for elementary stage and also for secondary stage.

Notes

Teacher education programme at this stage, like at all other stages, will include the theory, practice teaching in schools, and practical work in the light of contexts, concerns, profile of teachers and general and specific objectives.

Specific Objectives: The specific objectives at this stage may include the following:

- To enable the prospective teachers to understand the nature, purpose and philosophy of secondary education.
- To develop among teachers an understanding of the psychology of their pupils.
- To enable them to understand the process of socialisation.
- To equip them acquire competencies relevant to stage specific pedagogy, curriculum development, its transaction and evaluation.

Teacher Education for Senior Secondary Stage

Teacher education programmes have to respond to three major determinants: the stage-specific developmental characteristics of the students, the courses of study they pursue and the academic qualifications the prospective teachers possess. At the Senior Secondary stage all the three become distinctly different from that of the secondary schools which offer a common curriculum upto class ten. The main features of the three determinants are given below:

The Characteristics of Students at + 2 Stage: The development of students at this stage, the later part of adolescence, is characterized by

- maturity of body and brain
- development of abstract thinking and logic; goal fixation and symbolization
- self-consciousness, self-identity and self-assertion
- sex-consciousness and sex interest
- personal preferences and choices and ideal formation and differentiation
- peer group influences, strong likes and dislikes, reactions and adventurism
- changes in reference group, imitation of adult behavior and roles and a tendency of defiance
- moral reasoning and challenging attitude towards the established ideas, practices and authority
- self-esteem and ego-involvement
- attachment to friends

Evaluation: Multiple approach will be adopted for the purpose of evaluating achievement for the theoretical content. It will be continuous as well as annual, internal as well as external. Teacher-made objective type of tests, diagnostic and prognostic tests, etc. shall be used for the purpose. The essay-type question will also be used for identifying abilities not detected by other tests. Continuous progress record of the students maintained by the teacher will be considered at the time of evaluation of the practice of teaching. The different kinds of practical work, project report, sessional work, tests and records of various activities shall be evaluated by experts in the area internally and continuously for giving proper feedback. The evaluation strategy at this stage shall aim at identifying the students' potentialities teaching at the senior secondary stage.

Implementation Strategy: A separate B.Ed. programme as envisaged in the framework may be organised by colleges of education and university departments of education. The teachers who have undergone a B.Ed. course for secondary stage and Master's degree in any of the academic subjects may subsequently undergo a bridge course or earn additional credits needed for developing competencies relevant to this stage under a specially designed programme of suitable duration.

Teacher Education for Senior Secondary Stage - Vocational Stream

The focus of vocational courses is on self-employment or employment which demands different capabilities, competencies and practical and academic skills from the teachers. The teachers of vocational subjects should not only possess high competency in a trade or vocation but also be able to enthuse their students to undertake it as a career and develop qualities essential for achieving success in this area. The preparation of teachers for teaching vocational subjects, therefore, becomes an important function of teacher education programme at this stage.

Objectives

- To make the teachers understand and appreciate the philosophy, purpose and need of vocational education and its relevance in Indian context.
- To enable them to impart knowledge and develop necessary competencies
- To enable them to develop an understanding of the scientific principles involved in a trade or vocation.

Eligibility Qualification and Duration for Various Teacher Education Programme

Eligibility, Qualification and Duration for Various Teacher Education Programme							
Pre-Primary	Primary	Elementary	Secondary	Senior Secondary	M.Ed. (General)	M.Ed. (Teacher Education)	
General Courses							
Eligibility	10+2	10+2	10+2	Graduate	Post-Graduate	Graduate with first degree in education	Post Graduate with first degree in education
Duration	2Yrs.	2Yrs.	2 Yrs.	2 Yrs.	2 Yrs.	1Yr.	1 Yr.
Integrated Courses							
Eligibility	10	10	10	10+2		-	-
Duration	4 Yrs.	4 Yrs.	4 Yrs.	4 / 5 Yrs.		-	-

The above table gives the eligibility qualifications and duration suggested for various teacher education programmes. The course structure for these programmes has been given separately under the three broad sections of theory, practice teaching and practical work. Weightage for various components may be arranged so as to give total weightage of 40% to theory, 20% to pedagogical analysis of school subjects, 20% to practice teaching and 20% to other practical work. Weightage for various components may be same for time allocation as well as for the scheme of examination. This distribution however, would not be applicable to pre-primary teacher education programmes for which theory and practice would have 30% and 70% weightages respectively.

There has been a strong demand from a large section of teacher educators and educationists to increase the duration of B.Ed. course from one year to two years. However, change-over from one year to two years duration may require two-three years preparatory time. It is, therefore, recommended that the two year B.Ed. courses may be instituted after careful planning,

Pre-Service Teacher Education in India

The NCERT working Group for preparing a scheme for Revitalization and Modernisation of Pre-service Education (1986) made the following important recommendations:

1. The national accrediting agency should appoint expert committees to inspect teacher training institutions and on the basis of their reports decide about the recognition of the institution.

2. The candidates passing from an institution or a course not recognised by the national accrediting agency should not be appointed as teachers at the primary or secondary level.
3. After completing the course of studies at a recognised teacher training institution, a candidate should be required to undergo internship in teaching for a period of six months under a trained registered teacher at a recognised secondary/primary school. On satisfactory completion of the internship, he should be granted a teacher's licence and registered as a teacher.
4. No person should be employed as a teacher unless he possess a valid teacher's licence. A teacher's licence may be invalidated if at any time a teacher is found guilty of gross misconduct, corrupt practices, criminal offences or serious neglect of his duties as teacher.
5. The Central and State Governments should make studies to determine the requirement of teachers subjectwise and levelwise during each five year plan period. The number of teachers to be trained in each state during the five year period should be fixed on the basis of manpower study.

Self Assessment

1. Fill in the blanks:
 - (i) The enriched programmes for early childhood education have been launched under
 - (ii) The nomenclature of the training programme from pre-service training of primary school teachers has been changed to pre-service training of school teacher.
 - (iii) The focus of is on self employment.
 - (iv) For teaching at secondary stage, the qualification most sought after is

In-Service Teacher Education

Importance and Need of In-Service Teacher Education

Gurudev Rabindra Nath Tagore has very aptly stated: "The teacher can never truly teach, unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame."

The Report of University Education Commission (1948-49) appointed by the Government of India contains these observations, "It is extraordinary that our school teachers learn all of whoever subject they teach before reaching the age of twenty-four or twenty-five and then all their further education is left to experience which in most cases is another name for stagnation. We must realise that experience needs to be supplemented by experiment before reaching its fullness and that a teacher, to keep alive and fresh, should become a learner from time to time. Constant out-pouring needs constant intaking: practice must be reinforced by theory and the old must be constantly tested by the new."

NCTE has stressed the importance of in-service education of teachers on account of the following considerations:

1. The in-service teacher education programmes are essential in view of obsolescence as well as explosion of knowledge and are necessitated to acquire and execute new and different roles. Advances in the fields of curriculum, evaluation, audio-visual aids, telecommunication, etc., demand updating and orientation of teachers. An innovation at a macro level would invariably fail if teachers are not equipped and properly oriented to implement that innovation. In the Indian context the developments, such as, the 10+2+3 scheme, the making of science compulsory up to the class 10 standard, new practices to evaluation the internal assessment, question banks, continuous and comprehensive evaluation and grading, introduction of new topics like environmental education, population education, computer education, etc., demand continuous in-service training of teachers.

2. The National Commission on Teachers recommended that promotion (upward mobility) of teachers would also depend upon the completion of certain number of in-service programmes. This stipulation itself demands regular in-service programmes of teachers.

Meaning of In-Service Teacher Education

The term is self-explanatory. It refers to the education a teacher receives after he has entered the teaching profession and after he has had his education in a teachers' college. It includes all the programmes, educational, social or others, in which the teacher takes a vital part, all the extra education which he receives at different institutions by way of refresher and other professional courses, and all the travel and visits which he undertakes. All these things enlarge his experiences and vision.

Aims of In-Service Teacher Education and Training of Teachers (INSET)

1. To maintain the knowledge and skills of teachers.
2. To give teachers the opportunity to enlarge and improve their knowledge and educational capacities in all fields of their work.
3. To make teachers ready and able to understand and face in time new situations coming up in society and to prepare their students for the new economic, social or cultural challenges.

Institutions for In-Service Education

1. State Institutes of Education and District Institutes of Education.
2. State Institutes of Science.
3. State Institutes of English.
4. Extension Services Departments.
5. State Directorates of Education.

Shortcoming and Inadequacies of In-Service Education Programmes

The Working Group on In-Service Education of Teachers 1986 (NCERT) pointed out the following shortcomings of in-service teacher education (INSET) :

- (a) Inadequate understanding of the importance of in-service teacher education. INSET not only helps to update the teacher continuously but also remedies inadequacies of the existing pre-service education. In the process of providing in-service education, teacher educators gain experience relevant to pre-service education of teachers.
- (b) Absence of a national system of in-service education. This has resulted in inadequate and unsystematised service to teachers.
- (c) Lack of attention to methodology of in-service education. In the absence of specific infrastructure including manpower for in-service education, suitable methodologies for communication with small groups have not evolved.
- (d) Unsystematic selection of participants and resource persons. Lack of advance planning and communication regarding content and objectives affects the deputation of suitable participants from various institutions. It can also affect the quality of resource input.
- (e) Ineffective follow-up. Contact with teacher participants of in-service programmes is usually not maintained. Institutions and groups do not follow up the functioning of their trainees.

Suggestions for Improving In-Service Education

1. **Need for Expanding Facilities:** It has been observed that so far thousands of teachers especially those belonging to private institutions have not been actively involved in the Extension Services Programmes because of inadequate facilities. There is, therefore, a great need for expanding the programme of in-service education.

2. **Co-operation of Various Agencies:** The various agencies like the Extension Services Department, State Institutes of Education, State Department of Education, and State Boards of School Education need to co-ordinate their activities so that there is no over-lapping.
3. **Role of Inspectors:** It is the duty of the heads of institutions to encourage their staff to take part in the programmes of in-service education. The education officers like-wise should also encourage their participation and should ensure that all teachers attend these programmes.

Functions of DIETs

1. Providing pre-service education to prospective elementary teachers.
2. Organising in-service education programmes, for elementary teachers.
3. Providing training and continuing education to Non-formal and adult education instructors and supervisors.
4. Training and orientation of heads of institutions in institutional planning and management.
5. Providing academic support to school complexes and District Boards of Education.

National Council for Teacher Education (NCTE)

The National Council for Teacher Education (NCTE) which had been in existence for the last more than two decades was given a statutory recognition by a gazette notification issued on August 17, 1995 (Notification No. 484) by the Ministry of Human Resource Development (Department of Education). This was done in pursuance of the National Council for Teacher Education Act, 1993 (No. 73 of 1993).

Territorial Jurisdiction of Regional Committees

I. Eastern

Arunachal Pradesh, Assam, Bihar, Manipur, Meghalaya, Mizoram, Nagaland, Orissa, Sikkim, West Bengal, Tripura, A & N Islands.

Address : Regional Director, Eastern Regional Committee (NCTE), Jana Shiksha Bhawan, Unit- V, Bhubaneswar-751001.

II. Western

Goa, Gujarat, Madhya Pradesh, Maharashtra, D & N Haveli, Daman & Diu.

Address : Regional Director, Western Regional Committee (NCTE), Manas Bhawan (Near A.I.R.), Shyamia Hills, Bhopal-462002.

III. Northern

Haryana, Himachal Pradesh, Punjab, Rajasthan, Uttar Pradesh, Chandigarh, Delhi.

Address : Regional Director, Northern Regional Committee (NCTE), Directorate Adult Education Campus, Gopi Nath Marg, Panch Batti, Jaipur-302001.

IV. Southern

Andhra Pradesh, Karnataka, Kerala, Tamil Nadu, Laksha Dweep, Pondicherry.

Address : Regional Director, Southern Regional Committee (NCTE), No. 66, 6th Main, 4th Block, Rajaji Nagar, Bangalore-560010.

Functions of National Council for Teacher Education

According to the Act 1993, the NCTE performs the following functions :

1. Undertaking surveys and studies relating to various aspects of teacher-education and publishing the results.

2. Making recommendations to the Central and State Govt. Universities, the U.G.C. and other institutions in the preparation of plans and programmes in the field of teacher- education.
3. Coordinating and monitoring teacher-education and its development in the country.
4. Preparing guidelines with regard to minimum qualifications for the candidates to be employed as teacher-educators at different levels.
5. Developing norms for various courses or training in teacher-education, including minimum eligibility criterion for admission.



Task

What is the aim of In-service Teacher Education and Training.

Policy Regarding Correspondence Courses

The NCTE has laid down clearly that correspondence programme leading to B.Ed. degree can be offered only to clear the backlog of untrained teachers for the present and that not more than 500 students can be enrolled by an institution in a year.

The other conditions laid down include that teachers seeking admission should have put in three-year service in a recognised school and that the duration of the programme will be for two years, with contact programme during two consecutive summer vacations—the intervening period taking care of correspondence lessons.

Self Assessment

2. State whether the following are 'True' or 'False':
 - (i) A teacher receives education after he/she has entered the teaching profession in In- service teacher education.
 - (ii) In the process of providing in-service education, teacher educators do not gain experience relevant to pre-service education of teachers.
 - (iii) NCTE co-ordinates and monitors teacher education and its development in the country.
 - (iv) According to NCERT recommendation after completing the course of studies at a recognized teacher training institution, a candidate should be required to under internship in teaching for a period of 2 years under a training registered teacher at recognized secondary/primary school.

Summary

- The idea was suggested by the Indian Education Commission (1964-66) and the objective of a comprehensive college of education is to break the isolation of teacher education. A comprehensive college of educational runs as many levels of teacher training as possible,

Keywords

- Pre-service : Before service
- In-service : Along with service or during the service
- Curriculum : The subjects that are included in a course of study or taught in a school, college.
- Elementary : Most basic and important
- Evaluation : To form an opinion of the amount, value or quality of something.

Review Questions

- 1 Explain the pre-service teacher education at different levels.
- 2 What are the general objectives of pre-service teacher education?
- 3 Give the characteristics of students at +2 stages.
- 4 What is the important and need of In-service teacher education?
- 5 What are the aims of In-service teacher education?

Answers: Self Assessment

1. (i) Integrated child development scheme (ii) Elementary
(iii) Vocational course (iv) One year B.Ed.
2. (i) True (ii) False (iii) True (iv) False

Further Readings



1. Development of Education Systems : *J.C. Aggarwal, Dash Bn, Shipra Publications.*
2. Development of Education System : *Mel Ainscow, Alan Dyson, Susan Goldrick.*
3. Educational Regimes in Contemporary India : *Radhika Chopra, Patricia M Jeffery, Dash Bn.*

Unit 19: Teacher Education at Various Levels, Emerging Trends in Teacher Education

Notes

CONTENTS

Objectives
Introduction
Teacher Education
Teacher Education for Early Childhood Stage
Elementary Teacher Education Curriculum Framework
Teacher Education at Secondary Stage
Teacher Education for Senior Secondary Stage
Teacher Education at Higher (College) Level
Summary
Keywords
Review Questions
Further Readings

Objectives

The objectives of this unit can be summarized as below:

- to discuss about teacher education
- to discuss about teacher education at early childhood care education
- to describe the teacher education at elementary level
- to explain the teacher education at secondary level
- to discuss the teacher education at senior secondary level
- to describe the teacher education at higher (college) level

Introduction

Teacher education reaches teachers at all levels of education, namely Pre-primary, Primary, Elementary, Secondary, Higher Secondary and the Tertiary. The needs requirements of students and education vary at each level. Hence level and stage-specific teacher preparation is essential. Teacher education also helps in the development of teaching skills in teachers of professional institutions. The teachers in professional institutions have only the theoretical and practical knowledge of their respective subjects. They require specialized teacher training inputs to deal with students entering their professions. Teacher education also reaches special education and physical education. Thus where there are teachers, there would be teacher education. The knowledge base is adequately specialized and diversified across stages, in order to develop effective processes of preparing entrant teachers for the functions which a teacher is expected to perform at each stage.

Teacher Education

Teacher education is an integral component of the educational system. It is intimately connected with society and is conditioned by the ethos, culture and character of a nation. The constitutional

Notes

goals, the directive principles of the state policy, the socio-economic problems and the growth of knowledge, the emerging expectations and the changes operating in education, etc. call for an appropriate response from a futuristic education system and provide the perspective within which teacher education programmes need to be viewed.

When India attained freedom, the then existing educational system was accepted as such because it was thought that an abrupt departure from the same would be disturbing and destabilising. Thus a predisposition to retain the system acquired preponderance and all that was envisaged by way of changes was its rearrangement.

Need of Teacher Education

The need for improved levels of educational participation for overall progress is well recognised. The key role of educational institutions in realising it is reflected in a variety of initiatives taken to transform the nature and function of education -- both formal as well as non-formal. Universal accessibility to quality education is considered essential for development. This has necessitated improvement in the system of teacher education so as to prepare quality teachers.



Notes

The National Council for Teacher Education (NCTE) as a non-statutory body (1973- 1993) took several steps as regards quality improvement in teacher education.

Objectives

The Constitution of India solemnly resolves "to constitute India into a sovereign, socialist, secular and democratic republic and secure to all its citizens: justice-social, economic and political; liberty of thought, expression, faith, belief and worship; equality of status and of opportunity; and to promote among them all fraternity assuring the dignity of the individual and the integrity of the nation." The main goals of teacher education are to make a nation which the nation expects to be realised through education. Teacher preparation must not lose sight of this basic thrust so as to empower teachers to inculcate the same among the students.

Characteristics of Curriculum Framework

An overview of the context and concerns as discussed earlier, teacher's profile and general and specific objectives would define the boundaries of a curriculum framework. The perceived characteristics of the envisaged curriculum framework would include the following:

- Reflects the Indian heritage, acts as an instrument in the realisation of national goals and fulfills aspirations of people.
- Responds to the latest developments in the field of education.
- Establishes integration of theory and practice of education.
- Provides multiple educational experiences to teachers.
- Enables teachers to experiment with new ideas.
- Ensures inseparability of pre-service and in-service education of teachers.
- Sets achievable goals for various stages of teacher education.
- Provides for use of communication technology.



Did u know?

India has a large system of education. There are nearly 5.98 lakh Primary Schools, 1.76 lakh Elementary Schools and 98 thousand High / Higher Secondary Schools in the country, about 1300 teacher education institutions for elementary teachers and nearly 700 colleges of education / university departments preparing teachers for secondary and higher secondary schools.

Teacher Education for Early Childhood Stage

Notes

The need for early childhood education has long been emphasised on the argument that it would lead to providing healthy and wholesome learning environment. It is also considered as a preparatory stage for the realisation of Universalisation of Elementary Education. In order to provide healthy and enriched childhood to young learners, a new type of teacher specifically sensitized about the perspectives of child development will be required.

Specific Objectives: The objectives of teacher education specific to early childhood include the following:

- to prepare teachers for facilitating physical, mental, moral, social, aesthetic and linguistic development of children
 - to acquaint them with the knowledge of child psychology
 - to cultivate social sensitivity, affection for children and respect for their uniqueness
 - to acquaint them with techniques of caring for children and enable them to identify their needs
 - to provide experiences and organise activities that promote children's self-concept, creativity and inventiveness
 - to enable them to select, prepare and use different kinds of resource materials
 - to develop a sense of involvement with and appreciation of local resources (human and material) and their utilisation
 - to develop an acquaintance with basics of Scientific and Technological Literacy
 - to develop a repertoire of children's games, songs and literature
- to empower student-teachers towards creating learning readiness among young learners

Curriculum Framework

The framework given here is suggestive and not a prescriptive one. It has considerable space for flexibility, innovation and use of locally available community resources. The following curriculum framework is suggested for formulating a Plan of Action for developing programmes and activities, devising strategies of negotiating the curricular inputs and methods of obtaining feed-back. These are pre-requisites for improving the interaction processes directed towards the realisation of optimum enrichment of experiences at the early childhood stage.

Inclusion of the following components of theory and practice are suggested:

Theory

- Emerging Indian Society
- Early Childhood Education: Scope, Nature, Status, Problems and Issues.
- Psychology of the Child and Learning during early years (implementing developmentally appropriate curriculum).
- Planning, management and administration of ECCE programmes
- Methods and Materials for facilitating the growth and development of pre-school child through activities for:
 - Physical development
 - Mental development
 - Emotional development
 - Aesthetic development
 - Language development
 - Social development
 - Moral development

- Neuro-muscular co-ordination
- Self-expression
- Health and Hygiene
- Habit formation
- Observation
- Sensory-Motor Training

Practical Work

- Drawing and Painting
- Music
- Creative activities
- Story telling
- Dance and Drama
- Games and Physical Activity
- Plays
- Field trips
- Block making and related games
- Activities for children with special needs

Elementary Teacher Education Curriculum Framework

The constitutional provision of providing free and compulsory education to all children upto 14 years of age includes both the lower primary and upper primary classes, that is from class I to class VIII. There seems to be a compelling need for having multiple models for preparing teachers - for primary and upper primary classes. Incidentally, in a number of Elementary Teacher Education Institutions (ETELs) in the country, the nomenclature of the training programme from pre-service training of primary school teachers has been changed to pre-service training of elementary school teachers. But in actuality, the transformation in programmes has yet to take place effectively.

There are three distinct possibilities of designing courses in teacher education for elementary stage:

- Teacher education programme exclusively for primary school stage (Classes I to V).
- Teacher education programme for elementary school stage (Classes I to VIII).
- Teacher education programme exclusively for upper primary school stage (Classes VI to VIII).

In view of the requirements of Universal Primary Education and Universal Elementary Education, only the first two alternatives are being recommended. However, the third suggested above, could be attempted by offering credit oriented modular courses after successful completion of primary teacher education programmes. It is significant to note that we have nearly 5.98 lakh primary schools which are mostly in rural areas as compared to upper primary schools numbering about 1.76 lakhs only.

Teacher Education for Primary Stage

Specific Objectives: The formulation of curriculum framework for this stage (classes I to V) has been guided by general and specific objectives of teacher education and perceived characteristics of curriculum development. The specific objectives of primary teacher education may include the following:

- To develop understanding of the psychological and sociological foundations relevant to the primary stage.

- To enable teachers to manage appropriate resources for organising learning experiences of children.
- To acquaint them with methods and techniques of caring for children with special needs.
- To enable them to acquire necessary skills so as to develop curiosity, imagination and creativity.
- To develop in them the capacity to understand and analyse the social and emotional problems.
- To develop communication skills
- To enable them to establish mutually supportive linkages with the community focussing on the objective of UPE/UEE.
- To enable them to understand implications of research for teaching-learning and undertake action research and use innovative practices.
- To enable them to organise games, sports, physical activities and other co-curricular activities.

Keeping in view the teacher profile particularly the facilitative and resource management aspects, general and specific objectives of teacher education, the following framework which is flexible with ample scope for adaptation and for making it relevant to local environment is being suggested:

Curriculum Framework

Theory

- Emerging Indian Society
- Primary Education in India : status, problems and issues
- Psychology of Teaching and Learning with special reference to children of age group 6-11 years
- Assessment, Evaluation and remedial teaching
- Health and Physical Education
- School Management
- Education of Children with Special Needs
- Guidance and Counselling
- Content Areas for Primary Schools
- Action Research

Practice Teaching

- Pedagogical Analysis of Primary School Subjects
- Practice Teaching in Schools
- Observation of Model Lessons

Practical Work

- School Experience inclusive of Internship
- Work Education
- School-Community Interaction
- Action Research Studies (planning and execution)
- Organisation of relevant Educational Activities

In the proposed training programmes, the prospective teachers would be imparted training in a manner that theory and practice are organically integrated. Correlation within the curricular areas of learning and external environment is established. Psychology of Teaching and Learning,

School Organisation and Pedagogical Analysis of primary school subjects will provide a sound base for the adoption of integrated approach to teaching and learning and for establishing meaningful and interactive bonds between theory and practice. The intent of including Action Research and Education of Children with Special Needs is guided by the fact that every student- teacher is expected to know the elements of action research, surveys, community services etc and is capable of educating children with special needs. Additional areas may be included for making the course content relevant and region specific.

Transacting Curriculum

Theory: Transactional strategies invariably need to emphasise interactive, participative and activity-oriented approach. The transaction of curriculum will have place to place and intra-and inter-content variations. The theoretical component of the curriculum can be transacted by lecture-discussion, self-study approach, seminars, media supported teaching wherever possible, tutorials and through practical activities. It is expected that the intending teachers during the course of training acquire mastery of competencies and skills that are basic to making an effective, reflective and committed teacher.

Practical: Practical work is an essential component for internalising the theoretical concepts. Thus it will have to be planned on each aspect of theoretical inputs. In addition, practical activities centring around different school experiences, work education, school community interaction, action research projects and other educational activities directed towards development of personality of students will also be undertaken by intending teachers. It needs continuous planning, analysing, monitoring and evaluation throughout the duration of the course which will necessitate the involvement of teacher educators more vigorously than what it is presently.

Self Assessment

1. State whether the following statements are 'True' or 'False':
 - (i) The constitutional provision of providing free and compulsory education at all children 14 years of age including both the lower primary and upper primary classes.
 - (ii) Universal accessibility to quality education is considered essential for development.
 - (iii) Practical work is not an essential component for understand and explain the theoretical concepts.

Teacher Education at Secondary Stage

For teaching at secondary stage, the qualification most sought after is one year B.Ed. which is in fact B.Ed. for secondary stage. However, at present, there are several variations for first degree level qualification which are also available. These include B.Ed. (Elementary); B.Ed. (Special Education); which too are programmes of one year duration; B.Ed. through correspondence or distance education mode which is now of two years duration. There are certain other variations in the form of vacation courses or part-time courses which were available before NCTE norms came into force. In addition, there are four-year integrated courses for elementary stage and also for secondary stage.

Teacher education programme at this stage, like at all other stages, will include the theory, practice teaching in schools, and practical work in the light of contexts, concerns, profile of teachers and general and specific objectives.

Specific Objectives

The specific objectives at this stage may include the following:

- To enable the prospective teachers to understand the nature, purpose and philosophy of secondary education.
- To develop among teachers an understanding of the psychology of their pupils.
- To enable them to understand the process of socialisation.

- To equip them acquire competencies relevant to stage specific pedagogy, curriculum development, its transaction and evaluation.
- To enable them to make pedagogical analysis of the subjects they are to teach at the secondary stage.
- To develop skills for guidance and counselling.
- To enable them to foster creative thinking among pupils for reconstruction of knowledge.
- To acquaint them with factors and forces affecting educational system and class room situation.
- To acquaint them with educational needs of special groups of pupils.
- To enable them to utilise community resources as educational inputs.
- To develop communication skills and use the modern information technology.
- To develop aesthetic sensibilities.
- To acquaint them with research in education including action research

Curriculum Framework

Theory

- Emerging Indian Society
- Secondary Education in India - status, problems and issues
- Psychology of Teaching and Learning
- Guidance and Counselling
- Assessment, Evaluation and Remediation
- Curriculum Design and Development
- School Management
- Comparative Education
- Action Research

Optional Courses - any two of the following

- Pre-school Education
- Elementary Education
- Educational Technology
- Vocational Education
- Adult Education
- Non formal Education
- Distance Education
- Environmental Education
- Computer Education
- Education of Children with Special Needs
- Health and Physical Education
- History and Problems of Education
- Population Education

Practice Teaching

- Pedagogical analysis of two school teaching subjects
- Practice teaching in schools
- Observation of Model Lessons

Practical Work

- Internship and School Experiences
- Field Work with community based programmes
- Creativity and Personality Development Programmes
- Work Education
- Sessional/practical work
- Physical Education Activities, games and sports and other school activities
- Aesthetic Development Programmes and Activities.
- Action Research studies

A teacher helps in improving the quality of human life in the context of multiple internal and external forces impinging on man and the society. The course on 'Emerging Indian Society', would develop an insight into the nature of Indian society, its variety and complexities and making teacher education programme relevant to the community. Ingenuity of teachers lies in first understanding national ethos and then planning for teaching within this framework as a professional.

A professionally trained teacher is expected to identify the strengths and weaknesses of secondary education in India and after having gained insights into the status, problems and issues concerning education at this stage, develop a mental make-up of evaluating the system and utilising the same for promoting excellence in education.

Theory: Education as a field of specialised studies is inter-disciplinary in its nature. Since different branches of learning are involved in understanding the presage, process and product variables of education, it is essential that formulation of teacher education programmes adopts a holistic approach in order to promote proper understanding, insight and thinking on matters pertaining to this field. The complimentary character of theory and practice needs to be emphasised at every step. The prospective teachers are encouraged to organise, express and communicate their ideas clearly in the class. It has to be accepted as a communicative process of an intensive teacher-learner dialogue and renewal of a two-way process as opposed to 'the banking concept' of teaching. The emphasis must be laid on cultivation, formation and development of power of mind in contrast to the prevalent tendency of aiming at the success in examination alone. Student teachers, it is hoped, in classroom transactions, will employ the use of divergent thinking and problem solving strategy.

Student Teaching and Practical Activities: There is no denying the fact that practice of education is as important as its theory. Each good theory leads to a good practice and vice-versa. To strike a balance between theory and the practice of education, therefore, is a matter of judicious planning and scheduling in order to give proper direction to teacher education.

Changes in the pattern and practices of student teaching have been only peripheral. The content- cum-method approach, wherever attempted, remained limited to the introduction of an additional component of content without fully achieving the objective of integration. The problem-solving approach, discovery method, competency based teaching learning and the indigenous contributions, like those of Gandhi, Tagore, Aurobindo, Zakir Hussain and several others have the potential for bringing in innovative ideas in teacher education. The application of educational technology, informatics, telematics, cybernetics etc. has yet to make a discernible headway. The learning resources wherever available in the training institutions and the community as also in the schools have not been optimally utilised.

Practical Work: The modalities to be employed for organising activities other than teaching for all round capacity building and empowerment of a teacher-trainee will involve joint supervision by the teacher educator and a school teacher.

The transaction modes, for example, for motivating adults for making them literate can be through mass participation, folk songs, street plays etc. The identification of various sports and a variety of activities for cleanliness in the community, collecting success stories and

disseminating them in the community, preparing simple write-ups of all the activities undertaken; utilizing community resources for the developmental needs of library building, students scholarships, awards, student aid funds, celebration of festivals etc; student-parent- community contact programmes and organisation of welfare shows for better institution- community participation are certain other strategies of transaction of practical work.

Work Education: To come to its present form, work education has undertaken a long journey. From Marx's 'combination of productive labour and learning' to Abbot Wood's 'vocationalisation', it came to Gandhi's 'handicraft as the medium of education' and again took the form of Kothari's 'work experience' which Ishwar Bhai Patel thought to be devoid of 'social value' and coined the term 'Socially Useful Productive Work' (SUPW). Its central purpose is to shift the centrality of education from excessive verbalism to practicality.

Work education is a powerful medium for personality development. There can be a variety of activities which are necessarily school based and which may be included under work education like maintenance of the school plant including its playgrounds, cleanliness, repair of furniture and production of material to be used as instructional aids. It will be a great educational experience if community visit, field work, nature study, school co-operatives saving bank, games and sports and other co-curricular activities are carefully organised as part of the programmes leading to development of qualities needed for the success of work education.

Teacher Education for Senior Secondary Stage

Teacher education programmes have to respond to three major determinants: the stage-specific developmental characteristics of the students, the courses of study they pursue and the academic qualifications the prospective teachers possess. At the Senior Secondary stage all the three become distinctly different from that of the secondary schools which offer a common curriculum upto class ten. The main features of the three determinants are given below:

The Characteristics of Students at + 2 Stage

The development of students at this stage, the later part of adolescence, is characterized by

- maturity of body and brain
- development of abstract thinking and logic; goal fixation and symbolization
- self-consciousness, self-identity and self-assertion
- sex-consciousness and sex interest
- personal preferences and choices and ideal formation and differentiation
- peer group influences, strong likes and dislikes, reactions and adventurism
- changes in reference group, imitation of adult behavior and roles and a tendency of defiance
- moral reasoning and challenging attitude towards the established ideas, practices and authority
- self-esteem and ego-involvement
- attachment to friends
- self-defence and self-exhibition
- argumentation and rebelliousness
- fixation of ideas, development of aptitudes and demarcation of academic or vocational preferences

In short, they acquire many characteristics of youth and adults. Their educational potentialities, inclination and preferences become evident.

Course of Study: For the students of +2 stage, two types of courses - academic and vocational - have been designed. The characteristics of courses responding to the above are mentioned below :

Academic Stream

- differentiated, demarcated and specific contents
- subject and discipline orientation preparatory to specialization
- enriched and comprehensive curriculum with goal specificity
- regrouping of subjects into compulsory and optionals
- emphasis on abstract and creative thinking and higher mental faculties to deal with complex ideas and complicated concepts.
- directed and focussed towards higher studies

Vocational Stream

The main characteristics of vocational courses are in their being

- job oriented,
- skill based,
- useful,
- practical,
- manipulative,
- rich in economic values,
- employment or self-employment oriented,
- terminal in nature, and
- Suitable for middle level workers in economy.

Teacher Characteristics: In order to deal with the above, the teachers of academic stream require the following:

- enriched and higher academic qualifications and standards
- additional teaching competencies
- different curriculum transactional strategies and modalities
- competency to promote desire for pursuing higher studies and develop academic interests and pursuit of independent study

To deal with vocational subjects different kinds of teachers are required. They must possess.

- expertise in a vocational subject;
- capacity to inculcate workmanship and dignity of labour;
- ability to transfer skills from one trade/vocation to another;
- competencies to explain scientific principles involved in a trade or vocation;
- capability to impart knowledge and skills for achieving success in a trade or vocation;
- desire to produce an educated citizen, not only a narrow specialist or trade's man;
- ability to inspire students for the constant upgrading of their skills; and

Teacher Education Programmes for the +2 Stage : At present there exists a common programme for the education of teachers for the secondary and senior secondary schools. It is undifferentiated and generalized. But the courses at the senior secondary stage have been enriched. Their nature and goals are different. They have been divided into two broad streams. The characteristics of students have also changed. Under these circumstances certain additional competencies are needed for teachers teaching at this stage. Hence the separate programmes for the academic and vocational streams of teachers.

Teacher Education for Senior Secondary Stage - Academic Stream

Objectives: The objectives of teacher education for academic stream may include the following:

- To develop among teachers an understanding of the nature, purpose and philosophy of the academic stream

- To develop necessary competencies and skills for curriculum development, transaction and evaluation
- To communicate difficult concepts and complex ideas
- To inspire students for higher and independent study and promote library and laboratory skills and habits
- To develop abstract, creative and critical thinking among students
- To enable them to reconstruct knowledge and experience
- To enable them to develop and use different kinds of tests
- To foster academic interests and values.

Curriculum Framework - Academic Stream

Theory

- Emerging Indian Society
- Senior Secondary Education - Nature, Purpose, Status, Problems, Issues etc.
- Psychology of Teaching and Learning
- Curriculum, Pedagogy and Evaluation
- Research Methodology
- Methods of Teaching of one subject at the +2 stage

Optional: One from the following:

- (i) Educational Evaluation
- (ii) Educational Technology
- (iii) Population Education
- (iv) Environmental Education
- (v) History and Problems of Education
- (vi) Comparative Education
- (vi) Educational Management, Planning and Finance
- (vii) Innovations in Education
- (viii) Physical Education
- (ix) Computer Education

Practice Teaching

- Pedagogical Analysis of one subject at this stage
- Practice teaching

Practical Work

- Internship and School experiences
- Project work in the method and content
- Sessional and practical work in the area
- Action Research
- Field work
- Organization of student and physical education activities
- Personality and leadership development programmes
- School and community relationship programmes
- School development plans/projects
- Library and Laboratory work

Notes

- Preparation and use of tests
- Preparation and use of teaching aids/instructional technology

Rationale: An understanding of emerging Indian society and factors and forces operating behind it are essential for developing educational insight among teachers. The knowledge of various components of senior secondary education in the academic stream will enable them to understand its nature, purpose, philosophy and problems. They will be aware of the curriculum, pedagogy and evaluation techniques relevant to this stage and acquire the knowledge of psychology of teaching, learning and transacting the curriculum and the action research to solve day-to-day problems. Teachers will acquire knowledge of the methods of teaching in depth and develop related competencies by means of the specialized programmes. Practical work, the pedagogical analysis of the subject and practice teaching in the class under the supervision of the expert will inculcate among them needed competencies. The related practical activities like action research, field work, project work and sessional and practical work will develop problem-solving approach. The preparation and use of instructional technology will make them more effective in the classroom. The preparation and administration of teacher-made objective tests will transform their approach to evaluation. They will be able to guide the students how to use library and laboratory for independent studies. The theoretical and the practical components mentioned in this curriculum frame will, thus make them competent and reflective teachers.

Transacting Curriculum

Theory: For the purpose of transaction a course may be divided into units and then modular approach may be followed. Pupil teachers may be encouraged to pursue independent and group studies. Seminars and workshops may be arranged. Lectures should only be indicative. The teacher may start the lecture analytically and through interactive interventions arrive at synthesis at the end. The skills of listening, drawing conclusion, conceptualisation, and identifying the central theme and its relevance to life be established. After each lesson, reference materials may be suggested. The main thrust of transactional modality will be on the development of abstract, critical and creative thinking alongwith inculcation of habit of precision and comparison and use of appropriate words and concepts.

Practice Teaching and Practical Work : Pedagogical analysis should precede the actual teaching. The notes of lesson may be only indicative. Its centrality should be focussed on the realisation of objectives. Supervision shall be the joint responsibility of the school and training colleges. At least three fourth of the lessons will be supervised by the expert in detail. Its nature should be formative. The projects shall be completed under the guidance of an expert and sessional/ practical work shall be properly planned. The organisation of the student and physical education activities and services will be supervised by teacher educators.



What is transacting curriculum of teacher education at +2 levels?

Teacher Education at Higher (College) Level

Education is a transmission of knowledge and information through predefined teaching methods and various training programmes. The quality of learning mainly depends on the ability and the capability and also the opportunity available to individual learner. Hence transmission of qualitative education at higher level may have various receptions.

When we talk about quality in higher education which is perceived in terms of satisfaction of students, teachers and society. There is also a growing realization that we are practicing in our schools and colleges these days will define the social and intellectual competencies and character of the new generation which has to take upon itself the responsibility of shaping and functioning

the society of incoming generation. The concern for quality in higher education in particular surfaced strongly in the recommendations of the education commission which noted that. The essence of a programme of teacher education is nothing but quality and in its absence, teacher education becomes overall deterioration in educational standards..

College education is a constituent part of the life long education system. The outputs of secondary education are inputs for it and a quality of higher education products solely depends on the quality of Teacher Education inputs which are meant for the world of labour and the system of further Non – Formal education system.

Re-orientation of subject knowledge which should include a study of fundamental concepts and their implications for the college syllabus preparation and use of text books and preparing source materials to assist teaching, in order to overcome the curriculum load arising had arising out of such re-organization of course content the number of working days and be extended.

Need for Teacher Education for Preparation of Teachers in Higher Education

It is learnt and expected that the learners of today are expected to be more independent and autonomous in respect of their learning activities, the rapid expansion and adoption of distant and open learning education at college level has reduced the need to spend more time within the four walls of classrooms. The question arises what type of professionalism is expected of teacher education teachers to effectively handle the new learning situations at tertiary level?

Objectives of Teacher Education Programme at College Level

The Role of teacher is becoming more specific and specialized and yet demanding in the new world order on account of the explosion of knowledge. This would mean the need for increased professionalism among the incoming teaching community. If the objectives have to reflect the new national and international needs will have to be integrated with to local working conditions and be made more receptive to the realities of Indian social context along with the requirements at international competition. We are aware that till today we followed independent programmes of teacher education that varied from one system to another, the advent of apex bodies for monitoring and controlling quality in teacher education has helped to achieve certain degree of homogeneity in the objectives of teacher education. What are the objectives of Teacher Education programme at tertiary level? How far these objectives be achieved is an important introspection to be made by the teacher community.

Objectives of Teacher Education Programmes:

- To develop essential competencies and skills for curriculum development, transaction and evaluation of Teacher Education programme.
- Inspire and demonstrate research based and reflective practices.
- Able to share and use modern and applicable learning centred teaching and assessment methods.
- Develop among teachers commitment to scholarship of teaching and learning in discipline and in the inter discipline scientific community.
- Able to show and promote active participation in national and international networks. Develop abstract reasoning creative and critical thinking among the students.
- Build excitement and increase anticipation of professional educators for the use of information and communication technology to enhance instruction.
- Identify computer and related technology resources for facilitating life long learning and emerging roles of the learner and the educator.

Notes

- Inspire students for higher and Independent study and promote library and laboratory Skills to develop managerial and organizational skills required for functioning of modern system of education.
- To enable the perspective teacher educators to evolve need based and culture specific pedagogy.
- To empower them to induce their students for self employment.
- Develop insight among the students to transfer their vocational skills in higher learning form one area to another.
- To make them aware of national problems environmental crisis and Indian cultural ethos.
- To enable them to develop the spirit of self reliance and self confidence.
- To develop and inculcate the skills of problem solving and research based activities.
- Develop communication, psychomotor skills and abilities conducive for human relations which enable to promote learning effectively.
- To develop skills in making use of educational technology in teaching vocational subjects by providing appropriate learning experiences.
- To develop skills cognitive and psychomotor for teaching academic/Vocational subjects.

Structure of Teacher Education Programme at College Level Introduction:

In the present world with advancement in science and technology the teaching structure and models are prominent. The structure of education system varies from states to

National to International scenario. The three levels of education system include primary education, secondary and higher education. The syllabus curriculum do varies at different levels of education system it is imperative that for the entire Indian education, is to bring the 2 stage of education within the purview of school education and to give it a vocational bias, This requires immediate attention be paid to the development of functional teacher education programme at this stage. The tertiary teacher education programmes need different structure present system need changes in the structure in order to compete with other countries.

Learning Out Comes :-

At the end of this unit you will be able to

- (i) Differentiates the structure of teacher education programme with secondary education.
- (ii) able to perceive the various courses in teacher education programmes

Structure of Teacher education Programme and institutions at Tertiary Level: In this context that Teacher Education Frame work developed by the NCTE recommended the framing of functional teacher education programme for the + 2 stage as well as for college teachers. The framework suggested three structures of teacher education programme for the +2 stage and for the collegiate stage.

Structure–II

Modified version of secondary teacher education programme and was meant for preparing post graduate teachers for the academic stream.

- Greater importance to pedagogical inputs
- Specialize in only one subject

Structure–II

As suggested for + 2 stage vocational stream

- All the components of structure 1
- Trainees for the vocational stream

- Work experience programmes

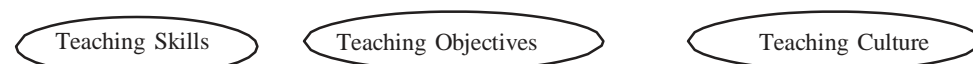
Structure–III

Importance to pedagogical theory and general methods of teaching to college teachers

Duration <---- > One semester the structure of teacher education at tertiary level means the logical arrangement of the components of teacher education inclusive.

- Teaching Skills.
- Perpetuates objectives to individual and social development.
- To generate teaching culture Stages

of Structure of Teacher Education

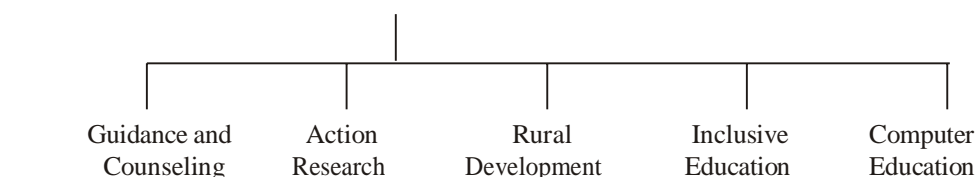


Stages of Structure of Teacher Education

- M. Ed. Teacher Education for those who have completed L. T. or B. Ed. $\leftarrow \rightarrow$ 1 Year Full Time.
- M. Phill Completed M. Ed. Course teaching at higher level $\leftarrow \rightarrow$ 18 months Ph. D.
 Doctor of Philosophy Research related aspect \rightarrow
 Education Higher Education related course Research Methodology (2 years)
 Distance and open learning formal system of education Department / University
- B. Ed. Conventional System \rightarrow 1 Year
 Open and Distance Learning \rightarrow 2 Year

Courses / Subject Offered:

- Educational Sociology / Philosophy
- Educational Psychology School Management/Educational Evaluation
- Information Communication Technology
- Special fields in Education



\rightarrow Environmental Education „³ International Education \rightarrow

Languages / Social Science

\rightarrow Science and Mathematics \rightarrow

Economics And Commerce

M. Ed. \rightarrow Theory \rightarrow Dissertation

Methodology of Education Problems

in Any Educational area Research

Research Practical Work 6 Papers

Notes

Phill. Sociology Advanced Psychology Teacher Education Management of Education Guidance
Counselling Educational Technology

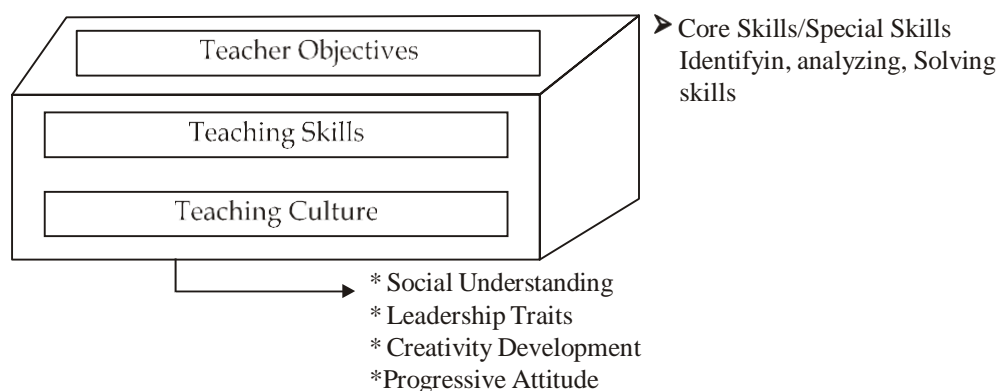
Area	M. Ed.	M. Phill
a) Pedagogical Theory	(1) Foundation Courses 20 %	Not Essential for M. Ed. But needed For other discus.
	2) Research Courses 20 %	
	3) Theoretical Course 60 % Research Courses 20 %	Research Courses 20%
	4) Task Oriented Courses 60 %	
	5) Any two areas of specialization	

Interdisciplinary four years integrated course related to Teacher Education Programme

B. Sc. (Ed) M. A. (Ed.)

B. A. (Ed) M. Sc. (Ed.)

M. A. (Education) 2 years (Open and Distance Learning) MATE Master of Arts in Teacher Education (Sri Lanka) M. Phill - Those who have passed B. Ed / B. Phil



Topics Like	Research Methodology and tools * Educational Organization and Administration * Teacher Education Designing of Curriculum
Ph. D	→ Study of significant problem presenting solution, collecting data analyzing and interpreting it statistically
M. A. T. E.	→ Master of Arts in Teacher Education Related to teach Education programme
P. G. D. H. E.	→ Post graduate Diploma in Higher Education Ignou / Distance Education
Activity	→ If you were to be an authorized faculty in U. G. C. N. C. E. R. T. how would you structure and design Teacher Education Courses ? (In about 150 Words)
• List Out the probable programmes launched for teacher training at tertiary level?	

We have discussed about the structure of teacher education programmes at tertiary level. The structure of teacher education includes teaching skills, objectives, to individual and social development and to generate teaching culture. It has highlighted the courses like. M. Ed. M. Phill Ph. D where in the course content like research methodology in the form of research is very important, the course duration varies in formal and Distance Education It elaborates pedagogical and specialization thus the structure varies in different system of education.

Over Reaching Goals / Objectives Specialized

Studies: Language Studies

- Career Preparation
- Global Issues
- Choice Based Optional

Learning Outcomes:

- At the end of this Unit you will be able to
- Analyse the Importances and parameters that helps to prepare curriculum for teacher education at tertiary level.
- Able to explain the importance of theory and practical aspects of curriculum for teacher education.
- Able to suggest other components required while framing curriculum.

Need Based curriculum: The primary purpose of teaching education curriculum in our country is to prepare teacher for the different school levels. The concept of teacher preparation for higher education has not gathered enough momentum. An ideal teacher education curriculum should be deduced from the professional competencies to be required and the roles to be performed and the habits attitudes and values to acquire. The great and general complaint about the school curricula is that they are overloaded. This is often due to the non involvements of teachers in the process of curriculum development and in the preparation of textual material and also to the rigid nature of the curriculum document.

Quality Curriculum: The quality curriculum is one which has the potential to realize its stated objectives with minimum efforts. In this context of teacher education a quality curriculum stands for its ability to develop professionally competent teachers within the assigned time for the operation. The quality of curriculum refers to its attributes are incorporated in its development. As the existing curriculum in higher education is mostly non functional, it ought to be restructured. It may be well be made to respond to the challenges enumerated to avoid the pitfalls. Apart from the Apex bodies like NCERT and NCET, Curriculum building should be more democratic in spirit in incorporating the suggestions from social workers, psychologists, eminent persons in the various field.

Self Assessment

2. Fill in the blanks:

- (i) The course on..... develops an insight into the nature of Indian society.
- (ii) is to shift the centrality of education from excessive verbalism to practically.
- (iii) At present there exists a common programme for the education of teachers for the secondary and..... schools.
- (iv) is a transmission of knowledge and information through predefined teaching methods and various training programmes.

Summary

- Teacher education is an integral component of the educational system.
- When India attained freedom, the then existing educational system was accepted as such because it was thought that an abrupt departure from the same would be disturbing and destabilising.
- The need for improved levels of educational participation for overall progress is well recognised. The key role of educational institutions in realising it is reflected in a variety of initiatives taken to transform the nature and function of education -- both formal as well as non-formal.

Notes

- reflects the Indian heritage, acts as an instrument in the realisation of national goals and fulfills aspirations of people.
- responds to the latest developments in the field of education; establishes integration of theory and practice of education; provides multiple educational experiences to teachers; enables teachers to experiment with new ideas.
- In order to provide healthy and enriched childhood to young learners, a new type of teacher specifically sensitized about the perspectives of child development will be required.
- Curriculum framework is suggested for formulating a Plan of Action for developing programmes and activities, devising strategies of negotiating the curricular inputs and methods of obtaining feed-back; Emerging Indian Society
- Psychology of the Child and Learning during early years (implementing developmentally appropriate curriculum); Planning, management and administration of ECCE programmes
- The constitutional provision of providing free and compulsory education to all children upto 14 years of age includes both the lower primary and upper primary classes, that is from class I to class VIII.
- There are three distinct possibilities of designing courses in teacher education for elementary stage:
- Teacher education programme exclusively for primary school stage (Classes I to V).
- Teacher education programme for elementary school stage (Classes I to VIII).
- Psychology of Teaching and Learning with special reference to children of age group 6-11 years; Assessment, Evaluation and remedial teaching; Health and Physical Education
- In the proposed training programmes, the prospective teachers would be imparted training in a manner that theory and practice are organically integrated. Correlation within the curricular areas of learning and external environment is established.
- Transactional strategies invariably need to emphasise interactive, participative and activity- oriented approach. The transaction of curriculum will have place to place and intra-and inter-content variations.
- A teacher helps in improving the quality of human life in the context of multiple internal and external forces impinging on man and the society.
- A professionally trained teacher is expected to identify the strengths and weaknesses of secondary education in India and after having gained insights into the status
- Education as a field of specialised studies is inter-disciplinary in its nature.
- There is no denying the fact that practice of education is as important as its theory.
- Teacher education programmes have to respond to three major determinants: the stage- specific developmental characteristics of the students, the courses of study they pursue and the academic qualifications the prospective teachers possess. At the Senior Secondary stage all the three become distinctly different from that of the secondary schools which offer a common curriculum upto class ten.
- For the students of +2 stage, two types of courses - academic and vocational - have been designed. The characteristics of courses responding.
- At present there exists a common programme for the education of teachers for the secondary and senior secondary schools. It is undifferentiated and generalized. But the courses at the senior secondary stage have been enriched. Their nature and goals are different.
- Education is a transmission of knowledge and information through predefined teaching methods and various training programmes. The quality of learning mainly depends on the ability and the capability and also the opportunity available to individual learner.

- College education is a constituent part of the life long education system. The outputs of secondary education are inputs for it and a quality of higher education products solely depends on the quality of Teacher Education inputs which are meant for the world of labour and the system of further Non – Formal formal education system.
- It is learnt and expected that the learners of today are expected to be more independent and autonomous in respect of their learning activities, the rapid expansion and adoption of distant and open learning education at college level has reduced the need to spend more time within the four walls of classrooms.
- In the present world with advancement in science and technology the teaching structure and models are prominent. The structure of education system varies from states to national to International scenario.
- To develop essential competencies and skills for curriculum development, transaction and evaluation of Teacher Education programme.
- Inspire and demonstrate research based and reflective practices.
- Able to share and use modern and applicable learning centred teaching and assessment methods.

Keywords

- Integral : Being an essential part of something
- Component : One of several parts of which something is made
- Accessibility : The process of easy to understand
- Characteristics : Features or qualities
- Vocational : Connected with the skills, knowledge that you need to have in order to do a particular job.

Review Questions

1. Explain the teacher education at various levels in India.
2. What are the objectives of teacher education?
3. Explain the curriculum framework for secondary level.
4. What is socially useful productive work (SUPW)?
5. Why is the need in qualitative higher education?

Answers : Self Assessment

1. (i) True (ii) True (iii) False
2. (i) Emerging Indian Society (ii) Socially useful productive work
(iii) Senior Secondary (iv) Education

Further Readings



1. Development of Education System : SC Shao, Khatia K., Dash Bn.
2. Development of Educational System in India : A K Agrawal, Radhika Chopra, Patricia M Jeffery
3. Development of Education Systems : J.C. Aggarwal, Dash Bn, Shipra Publications.

Unit 20: Distance Education: Concept, Need and Modes of Distance Education

CONTENTS

Objectives
 Introduction
 Distance Education and its Nomenclature
 Indira Gandhi National Open University (IGNOU)
 Problems of Distance Education and Measures for Strengthening
 The Interaction Modes in Distance Education
 Some well Known open Universities of the India
 Summary
 Keywords
 Review Questions
 Further Readings

Objectives

The objectives of this unit can be summarized as below:

- to discuss about the distance education and its nomenclature
- to discuss about the Indira Gandhi National Open University (IGNOU)
- to explain about the problems of distance education and measures for strengthening
- to discuss about the interaction modes in distance education
- to describe about some well known open universities of the india

Introduction

Distance learnings (education) is a modern system of non-formal education. It is imparted through correspondence or postal courses, contact, electronics media like radio, television, video and audio cassettes etc. and other audio-visual aids. Distance education is the method of learning at one's own pace in one's own time, without the boundaries of the formal class room and without the formal presence of the teacher.

Distance Education and its Nomenclature

Distance education as the name indicates is a form of education in which there is usually a long distance between the learner and the teacher (The word 'long' is a relative term and it has no limits). It is in a sense a remote control system of education wherein the learner and the teacher may not be face to face. They are separate by physical distance. Some of the important definitions of distant education are given below:

1. In the words of Dohmen (1967) "Distance education is a systematically organised form of self-study in which student counselling, the presentation of learning material and the securing and supervising of students success is carried out by a team of teachers, each of whom has responsibilities. It is made possible at a distance by means of media which can cover long distances. The opposite of 'distance education' is 'direct education', or 'face-to-face education': a type of education that takes place with direct contact between lecturers and students."

2. Peter (1973) defines distance education as "Distance teaching/education is a method of imparting knowledge, skills and attitudes which is rationalised by the application of division of labour and organisational principles as well as by the extensive use of technical media, especially for the purpose of reproducing high quality teaching material which makes it possible to instruct great numbers of students at the same time wherever they live. Whereas in mainstream of education, the relationship between teacher and students in the classroom is based upon social norms, in distance education it is based upon technological norms."



Distance is an industrialised form of teaching and learning. It is a method of indirect instruction implying geographical and emotional separation of the teacher and the taught.

Distance education is known by different names. On account of a variety of terms used for distant education, Prof. F.R. Jevons (1983) called it a "bewildering nomenclature". Important terms associated with distance education are as under:

- (1) Continuing Education; (2) Correspondence Education; (3) Correspondence Learning;
- (4) Correspondence Course; (5) Correspondence School, etc.

Brief History of Distance Education in India

University of Delhi was the first University to start correspondence course in higher education in 1962.

Andhra Pradesh was the first Open University to be opened in the country in 1982. The

National Policy on Education - 1986 (revised in 1992) says:

"The open learning system has been initiated in order to augment opportunities for higher education, as an instrument of democratising education and to make it a lifelong process. The flexibility and innovativeness of the open learning system are particularly suited to the diverse requirements of the citizens of our country, including those who had joined the vocational stream.

Chief Characteristics of Distance Education

1. There is physical distance between the teacher and the learner
2. There is little face-to-face relationship
3. There is no fixed classroom or lecture room
4. There is less of oral instruction
5. There is no immediate, supervision by the tutor present with his students.

Correspondence Education, Open Education, Formal Education and Distance Education

Correspondence Education and Distance Education: The basic difference between the correspondence education and distance education is the use of mode of communication. In correspondence education, postal system is the mode whereas in distance education postal system and multimedia are used.

Distance Education and Open Education: In distance education there may be minimum educational qualifications prescribed for joining a course but in open education there may not be any such qualifications required for pursuing a course.

Main Objectives of Distance Education

1. To provide a suitable alternative path to wider opportunities in education and especially higher education.
2. To provide an efficient and less expensive system of education.
3. To provide opportunities to students who had to discontinue their formal education on account of various circumstance.
4. To cater to the educational needs to people residing in geographically remote areas.
5. To provide for educational opportunities to students who had to discontinue studies because of lack of aptitude and motivation but who may later on become motivated, etc.

Need and Importance of Distance Education

The concept of distance learning has emerged in various advanced countries of the world. The following points highlight the need and importance of distance education.

1. **Explosion of knowledge:** There is explosion of knowledge because of rapid scientific and technological developments. The formal system of education on account of its rigidity and high cost, finds it difficult to incorporate new changes speedily as desired.
2. **Population Explosion:** Unprecedented growth rate of population has resulted in the corresponding increase in students. The formal education system serves a selected and limited number of students.
3. **Varied Needs:** Distance learning is needed to satisfy the varied needs of varied students.
4. **Earning while Learning:** Distance education is especially needed for those who want to learn while learning.
5. **Desire to Improve Qualifications:** There are many people who want to improve their education qualification while they are in jobs. Distance learning provides opportunities to such people to improve their qualifications.

Merits and Limitations of Distance Education

Merits and Salient Features of Distance Education

1. It fulfills the needs of various categories of persons who are unable to make use of the formal system of education.
2. It is a very flexible educational system which is not limited by time and place restrictions.
3. Under this system a learner can progress at his own speed.
4. Distance education makes higher education accessible to all sections of society.
5. The courses cater to all segments of society.

Limitations of Distance Education

6. The system of distance education has very limited scope for making people aware of cultural change and social development.
7. The courses become stereotyped in due course.
8. The scope for practical experience is very negligible.
9. Usually the provision for study-centres and book banks is very meagre.
10. The experts do not have the adequate means to ensure whether the students are entirely satisfied with the material given.

Self Assessment

1. Fill in the Blanks :

- (i) Distance education is a form of education in which there is long distance between And.....
- (ii) The opposite of distance education is.....education.
- (iii) According to Prof. F.R. Jovens Distance education is also called.....
- (iv) The basic difference between the correspondence education and distance education is the use of mode of.....
- (v) In there may be minimum education qualifications prescribed for joining a course.

Indira Gandhi National Open University (IGNOU)

The University came into being on December 1985 by an Act of Parliament.

Mission and Objectives of IGNOU

These included the following:

- Introduction and promotion of open university and distance education system in the educational pattern of the country.
- Widening access to higher education for large segments of the population, particularly the disadvantaged groups.
- Ensuring relevance to programmes of education by relating them to the needs of economic development, employment and empowerment of the people of India.

The Strategic Goals of the Open System of Education

The strategic goals the IGNOU sets for itself are:

- (i) To expand higher education facilities and widen access to education that will empower increasing diversity of people.
- (ii) To ensure relevance for educational programmes by diversifying the course provisions and developing high-quality, multi-media open learning curriculum, designed to meet the academic, technical and vocational needs of diverse student groups.
- (iii) To reach out to large number of learner groups, especially those who have no opportunities to pursue good quality higher education programme, and enable them to acquire knowledge, skills and competence to become productive participants in development.



Task

What are the objectives of IGNOU?

Special Features of IGNOU

University stands significantly apart from others because of:

- national jurisdiction;
- flexible admission rules;
- individualised study : flexibility, in terms of place, pace and duration of study;
- use of latest educational and communication technologies;

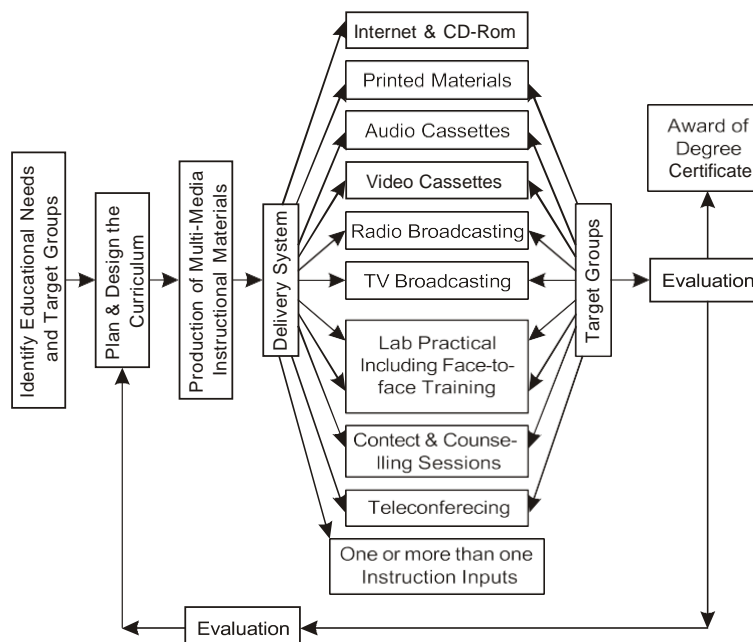


Fig. 26.2: Instructional System in IGNOU

Problems of Distance Education and Measures for Strengthening

1. Selection of Need Based Courses.
2. Preparation of Material Reviews.
3. Selection of Course Writers Editors
4. Printing of Material
5. Provision of Infrastructural Facilities
6. Coordination with Postal Authorities
7. Guidelines for Correspondence Students
8. Timely Dispatch of Material
9. Evaluation of Response Sheets
10. Arranging Contact Programmes

Present Position of Distance Education System

Besides IGNOU, there are nine Open Universities and 64 Institutions of Correspondence Courses and Directorates of Distance Education in Conventional Universities in India.

Total enrolment through this non-formal system of learning is nearly 13 per cent of the total enrolment of nearly 7.8 million students enrolled in Universities and Colleges.

National Institute of Open Schooling

At the school level, the Central Board of Secondary Education set up the National Open School in July 1979 which subsequently became an autonomous organisation under the Ministry of Human Resource Development, Department of Education, Government of India. It offers a number of programmes.

Self Assessment

2. Multiple choice questions:

Choose the correct option

- (i) There are.....open universities and 64 institutions of correspondence courses and directorate of distance education besides IGNOU.
 (a) 7 (b) 8 (c) 9 (d) 10
- (ii) The total enrolment through non-formal system of learning is nearlyof the total enrolment of nearly 7.8 million students enrolled in universities and colleges.
 (a) 10% (b) 13% (c) 24% (d) 35%
- (iii) The central board of education set up the national institute of open schooling (National open school) in-
 (a) 1979 (b) 1980 (c) 1981 (d) 1982

The Interaction Modes in Distance Education

The communication occurs through the two basic mediations the technological and the human mediation. The former is a condition for the non-contiguous communication and provides support to the latter, which is performed through the Tutorial System. Each one of these mediations carries out actions of paramount importance to guaranty the informational and communicational flows continuity that jointly viability the pedagogical mediation.

The informational flows concern the circuits of circulation and diffusion of information necessary for the process development, both administrative and pedagogical. The communicational flows concern the interaction, construction and circulation circuits off the specific meanings of a process whose intention is the collective knowledge construction.

Multidirectional this type of flow occurs in several directions, either from the institution to a collective of students from the students to the institution, individually or collectively, and among the students. Not only the students communication with the tutorship is viabilized, but the communication among the students plays an important role in the knowledge building learning and socialization.

The unidirectional flow can be associated to correspondence teaching, through the postal service or the internet, and the tutorship offer allows the flow to be bidirectional, which enables us to make the association with the “one-to-one” communication mode. The scale bidirectional flow with the education performed through radio and television that can be identified with the “one-to-many” communication mode, and the multidirectional flow with the “many-to-many” communication. The Internet can viabilize proposals in any one of the previously described communicational possibilities.

The First Interaction Mode: Star Mode

The pedagogical design is totally centered on the source-teaching providing institution, and consists in the addressed assistance, which enabled Distance Education to be individualized and personalized. Among the pedagogical conceptions possible in this interaction mode there are the banking education, based on the content delivery with some tutorial follow-up, and the cybernetic conception, which employs Programmed Instruction. In this mode, the communication occurs between the source and an isolated receptor, following the printed media model, which delivers a newspaper copy to each subscriber.

Notes

Its characteristics are described in Table 1, below:

Table 1. Characteristics and Medias used in the Start Interaction Mode

<i>Star Mode</i>		
<i>Characteristics</i>	<i>Pedagogical conception</i>	<i>Medias</i>
One-to-one interaction	Banking education” contents delivery	Printed media CD-ROM
Packages delivery (contents, activities, evaluation	Cyberneting programmed instruction	Cassette tapes Video tapes Postal services Internet Telephone (fixed and mobile) Fax
Centralization		
Individualization		
Personalization		
Flexibility		
Synchrony		

The Second Interaction Mode: Circle Mode

The pedagogical design is centered on the source teaching providing institution and consists in the massified distribution of contents; the teaching is not personalized. The predominant pedagogical conception in this interaction mode is the “banking education”, in as much as it is characterized by contents delivery.

Its characteristics are described in Table 2, below:

Table 2. Characteristics and Medias used in the Circle Interaction Mode.

<i>Circle Mode</i>		
<i>Characteristics</i>	<i>Pedagogical conception</i>	<i>Medias</i>
One-to-many interaction	banking education	Television
Mass communication	contents delivery	Radio
Synchrony		Internet
Centralization		Tele and video conference
Non-personalization		Telephone (fixed and mobile)
Nonexistent collective		Fax
Interaction		Postal services

The Third Interaction Mode: Network Mode

In this third interaction mode, the pedagogical design becomes markedly decentralized, non- massified and non-personalized, allowing differentiated group trajectories. The predominant pedagogical conception is dialogic and in network. In this interaction mode the communication between source and receptors becomes more complex, following the network communication model viabilized by Internet. It is even possible the interchange between the source and emitter roles, and the communication can occur among all.

Its characteristics and used medias are described in Table 3, below.

Notes

Table 3. Characteristics and Medias used in the Network Interaction Mode

<i>Network Mode</i>		
<i>Characteristics</i>	<i>Pedagogical conception</i>	<i>Medias</i>
Many-to-many interaction Synchronous and asynchronous communication Intense collective interaction Decentralization Non-personalization Nonexistent collective interaction	Dialogic knowledge collective building	Printed media Video tapes Internet Telephone Television Radio Internet Tele and video conference Telephone (fixed and mobile) Fax Postal services, Others

Some well Known open Universities of the India

3. United Kingdom Open University, Walton Hall, Milton Keynes, MK7 6 AA, United Kingdom (1969).
4. Universidad Nacional de Educacion a Distancia, Madrid, Spain (1972).
5. Allama Iqbal Open University, Islamabad, Pakistan (1974)
6. Everyman's University, Israel (1974).
7. Fern Universitat, Fleyer Strasse 204, D 5800 Hagen, West-Germany (1974).
8. Athabasca University, Box 10,000, Athabasca, Alberta, Canada, T0G 2R0 (1975).
9. Universidad Estatal a Distancia, Costa Rica (1977).
10. Universidad Nacional Abierta, Venezuela (1977).
11. Central Radio and Television University, Beijing, China (1978).
12. Sukhothai Thammathirat Open University, 9/9 Moo9 Tambo Bangpood, Nonthaburi-11120 Bangkok, Thailand (1978). etc.

Self Assessment

3. State whether the following statements are 'True' or 'False':
 - (i) The communication occurs through the two basic mediations the technological and the human mediation.
 - (ii) The informational flow occurs in several directions from the institution to a collective of students, from the students to institution.
 - (iii) The multi direction flows concern the circuits of circulation and diffusion of information necessary for the process development.
 - (iv) The unidirectional flow can be associated to correspondence teaching, through the postal service or the internet.

Summary

- Distance education as the name indicates is a form of education in which there is usually a long distance between the learner and the teacher.

Notes

- In the words of Dohmen (1967) "Distance education is a systematically organised form of self-study in which student counselling, the presentation of learning material and the securing and supervising of students success is carried out by a team of teachers, each of whom has responsibilities.
- Peter (1973) defines distance education as "Distance teaching/education is a method of imparting knowledge, skills and attitudes which is rationalised by the application of division of labour and organisational principles.
- **Correspondence Education and Distance Education:** The basic difference between the correspondence education and distance education is the use of mode of communication. In correspondence education, postal system is the mode whereas in distance education postal system and multimedia are used.
- In distance education there may be minimum educational qualifications prescribed for joining a course but in open education there may not be any such qualifications required for pursuing a course.
- **Explosion of knowledge:** There is explosion of knowledge because of rapid scientific and technological developments. The formal system of education on account of its rigidity and high cost, finds it difficult to incorporate new changes speedily as desired.
- Distance learning is needed to satisfy the varied needs of varied students.
- Distance education is especially needed for those who want to learn while learning.
- It fulfills the needs of various categories of persons who are unable to make use of the formal system of education.
- It is a very flexible educational system which is not limited by time and place restrictions.
- Introduction and promotion of open university and distance education system in the educational pattern of the country.
- To expand higher education facilities and widen access to education that will empower increasing diversity of people.
- To ensure relevance for educational programmes by diversifying the course provisions and developing high-quality, multi-media open learning curriculum, designed to meet the academic, technical and vocational needs of diverse student groups.
- Besides IGNOU, there are nine Open Universities and 64 Institutions of Correspondence Courses and Directorates of Distance Education in Conventional Universities in India.
- Total enrolment through this non-formal system of learning is nearly 13 per cent of the total enrolment of nearly 7.8 million students enrolled in Universities and Colleges.
- The communication occurs through the two basic mediations the technological and the human mediation.
- Each one of these mediations carries out actions of paramount importance to guarantee the informational and communicational flows continuity that jointly viability the pedagogical mediation.
- The informational flows concern the circuits of circulation and diffusion of information necessary for the process development, both administrative and pedagogical.
- Multidirectional this type of flow occurs in several directions, either from the institution to a collective of students from the students to the institution, individually or collectively, and among the students.
- The unidirectional flow can be associated to correspondence teaching, through the postal service or the internet, and the tutorship offer allows the flow to be bidirectional, which enables us to make the association with the "one-to-one" communication mode.
- The pedagogical design is totally centered on the source-teaching providing institution, and consists in the addressed assistance, which enabled Distance Education to be

Individualized and personalized.

- The pedagogical design is centered on the source teaching providing institution and consists in the massified distribution of contents; the teaching is not personalized.
- In this third interaction mode, the pedagogical design becomes markedly decentralized, non-massified and non-personalized, allowing differentiated group trajectories. The predominant pedagogical conception is dialogic and in network.

Keywords

- Correspondence: The letters a person sends and receives.
- Vitality : Energy and enthusiasm.
- Aspiration : A strong desire does have or do something.

Review Questions

1. What is meant by distance education? Write its nomenclature also?
2. What are the chief characteristics of distance education?
3. What is the difference between distance education and formal education?
4. What is the difference between correspondence education and distance education?
5. What are the main objectives of distance education?

Answers: Self Assessment

1. (i) Learner, teacher (ii) Direct
(iii) Bewildering nomenclature (iv) communication
(v) distance
2. (i) (c) (ii) (b) (iii) (a)
3. (i) True (ii) False (iii) False (iv) True

Further Readings



1. *Development of Education Systems* : J.C. Aggarwal, Dash Bn, Shipra Publications.
2. *Educational Regimes in Contemporary India* : Radhika Chopra, Patricia MJeffery, Dash Bn.